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THE DEVIL'S DATA

THE INTELLECTUAL PROPERTY THAT POSSESSED A UNIVERSITY

At the heart of the case of Professor Jeffrey Williams versus Michigan State University lies a messy heap of data—tissue samples from Sudanese villagers infected with a degenerative parasitic disease known as river blindness, and the results of tests run on them. The graduate student who ran the tests was argumentative and teetering on the brink of academic failure, and eventually Williams, the principal investigator on the project, fired her. But when he asked her to give the data back, she refused.

Over the past five years, this minor incident has grown into an international fiasco, culminating in the loss of a $4.5 million project to another university and scientific-misconduct charges against four scientists and the graduate student in question. On the surface, it is just another entry in the annals of adviser-advisee relationships gone horribly wrong. But to talk to the people involved, to pore over the box upon box of documents the case has generated, is to discover a cause for the confusion that is far more alarming, in part because it is so common to so many large universities. It is to descend into a profusion of codes so labyrinthine, complaint procedures so lacking in binding authority, and rights so indiscriminately distributed, there might as well be no rules at all.

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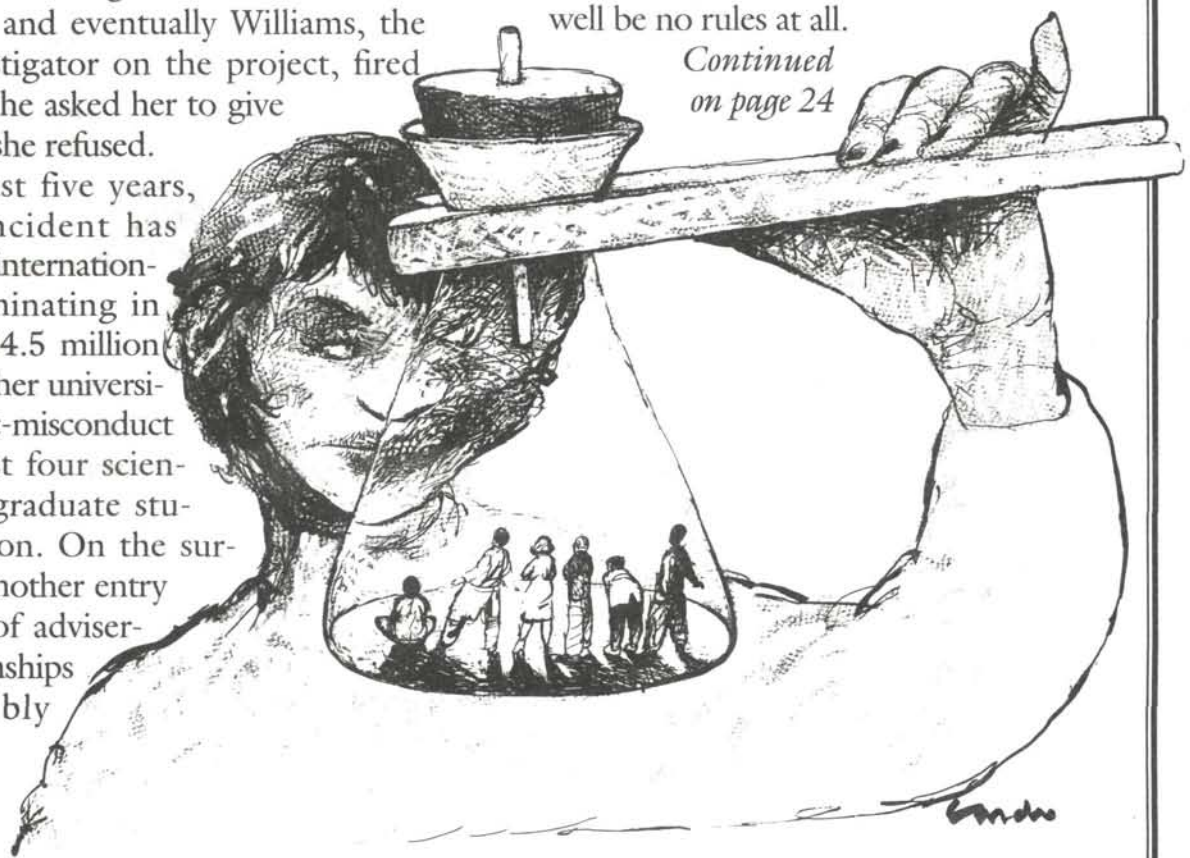

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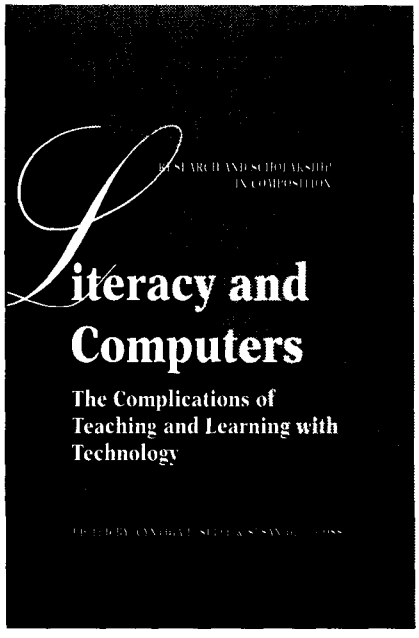

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Letters to the *Editor*

BENSON HURTS

Jeffrey Goldberg's competent account of the failure of my dissertation at Columbia University and Union Theological Seminary ["Blindness or Insight," January/February] ends with the inconclusive view that the public may never know whether my committee's reasons for failing me were scholarly or inappropriate. If this is true, does it not raise a host of questions about the secrecy of Ph.D. defense and the lack of accountability of defense committees? I have been accused of paranoia for requesting a tape recorder or an observer in the defense room. But if the committee members had nothing to hide, why would they have objected?

For eleven months after my dissertation was failed, I requested the academic reasons for the committee's decision. Although I was assured near the end of this period by Columbia's provost, Jonathan Cole, that I was entitled to such reasons, Cole did not give any in his final determination upholding failure of the dissertation. In its final brief, Columbia claims that it had no obligation to give reasons—which amounts to a claim that a university can act arbitrarily and capriciously in academic matters.

I challenge the committee to reply to me in writing.

The abuses of power that can arise from an outdated Ph.D. credentialing process can contribute to political censorship. Except for committees' deliberations, oral dissertation defenses should be on the public record. All committee members should be required to give written reasons for their decisions at least as detailed as those given by referees for academic presses and journals. The formal powers of outside readers, who in many cases do not even read the dissertation, should be restricted to suggesting revisions. In the interests of academic freedom, isn't such Ph.D. reform long overdue?

Constance L. Benson, *adjunct assistant professor of religious studies, Fordham University*

Editor's Note: On January 31, the New York Supreme Court dismissed Benson's lawsuit against Columbia and Union Theological Seminary. The court denied her petition that the two schools reconsider her dissertation (which argues that the widely respected turn-of-the-century German theologian Ernst Troeltsch was actually an anti-Semite and Christian triumphalist) or rehear her defense.

AT A GALLOP

Almost a quarter of the January/February issue devoted to a single article ["A Most Dangerous Method"] about a not particularly interesting (or unusual) professor-student conflict? Give us a break! That wasn't a Gallop—it was more like a slow and dreary amble. Writer and editor-at-large Margaret Talbot either needs editing herself or shouldn't be allowed to be at large (or so long, either).

Charles Kaplan, *emeritus professor of English, California State University, Northridge*

I found "A Most Dangerous Method" an extraordinary piece of work. As one who has trouble telling Lacan from La Bamba, I know little of the scholarly world where Jane Gallop dwells, but I was a student once—and thus found Margaret Talbot's story heartbreaking. Poor Jane Gallop; poor students; poor us.

Jeffrey Toobin, *staff writer,* The New Yorker

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Field *Notes*

DEPRESSED RATINGS

THERE WERE ONCE THREE physics and astronomy professors at Western Kentucky University who had been well-liked teachers for more than twenty years. Then, suddenly, their students' evaluations turned mean. One of the professors, Robert Hall, who had recently suffered a mild stroke, started receiving comments like "brain-dead" and "Hall's brain is so shot he can't teach." For a few semesters each professor suffered in silence, unaware that he was not alone. Then one day another of the three, Marvin Russell, happened to mention to the third, Douglas Humphrey, that his popularity had suddenly waned, and the two realized something was awry.

Humphrey and Russell demanded that the university examine back evaluation forms. More than hurt feelings were at stake: Western Kentucky uses the ratings (though not the comments) from student evaluations to make promotion and merit pay decisions.

Administrators duly set about comparing the handwriting on the most unflattering evaluations, and then brought in handwriting experts who analyzed it further. The experts came to an unexpected conclusion: The suspect evaluations had been forged by the professors' department chairman, Thomas P. Coohill. Soon afterward, Coohill confessed and was forced to resign.

A twenty-year veteran of Western's faculty, Coohill was a noted biophysicist who had received more than $1.7 million in federal and private grants, was involved in a space shuttle experiment and in ozone depletion research for the United Nations, and, until his resignation from Western, directed the Kentucky Space Grant Consortium. In 1976, he was named Western's Distinguished Professor for Research, and in 1986 the university gave him a special prize for "outstanding achievement in teaching, research, creativity, and university public service." Only Coohill knows why he degenerated into the Jeff Gillooly of physics, and he's not telling—neither he nor the university's administrators were willing to be interviewed about the case.

Humphrey and Hall suppose that Coohill's motive was revenge for their opposing his (successful) 1987 bid for the chairmanship. "We were more or less ostracized within the department after Coohill became chairman," says Humphrey, "so we

Only Coohill knows why he degenerated into the Jeff Gillooly of physics, and he's not telling.

JOHN SILBER, EPISTEMOPATHOLOGIST

AP/WIDE WORLD PHOTOS

ON THE GREAT AMEX BOARD OF CONSERVATIVE academic politics, former drug czar William Bennett's stock is up and Boston University President John Silber's is down. Bennett ambles from one talk show to another discussing his best-selling *Book of Virtues,* while a disgruntled Silber, still reeling from accusations of profiteering at Boston University, compiles his private book of vices. Last April 15 Silber listed these vices in a report sent to BU's board of trustees; they included critical legal studies, revisionist history, animal liberation, Afrocentrism, radical feminism, multiculturalism, the Frankfurt School, structuralism, deconstruction, gay and lesbian liberation, and, for good measure, dance therapy. "Boston University," Silber boasted, has "resisted the imposition" of such "dogmas" and "fads," which he denounced as "ideological in character and inhospitable to free intellectual inquiry."

When a BU faculty committee asked Silber to clarify what it considered to be "chilling" remarks, Silber stood fast. "Any university that takes academic and intellectual freedom seriously has an obligation to spot these epistemopathologies and head them off," he declared. Epistemopathologies? Whatever they are, it is unlikely that Silber, who often makes much of his philosophical training, will be able to cure them, much less pronounce them. As one of Wittgenstein's friends once remarked in response to the philosopher's famous injunction to remain silent on such metaphysical matters, "If you can't say it, you can't say it, and you can't whistle it either." Nor, it seems, can you dance it—at BU, anyway.

—R.J. Lambrose

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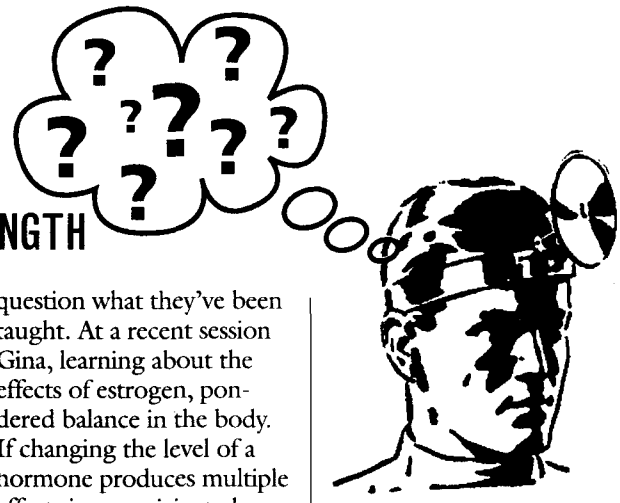
knew he was displeased with us. But the method he used was the last thing on earth we would have expected." "People were in shock that [Coohill] had done something that bad," says Chris Poynter, a senior at the university who reported on the brouhaha for the school paper. "After it came out, everyone was sort of mourning."

According to Coohill's attorney, David Broderick, the former chairman will claim in his legal defense that he was temporarily overcome by "work-related stress." After Coohill resigned in May 1992, psychiatrist Donald Nassr examined him and wrote a letter to Western Kentucky's president explaining that Coohill was suffering from a major depression that had "developed insidiously over the past year . . . accompanied by a frantic, almost compulsive effort to succeed at multiple jobs that he had set for himself."

The three professors have managed to win extra merit pay from the university on the grounds that the forged forms led to their being awarded less than they would otherwise have gotten. They have also filed suit against their former chairman to recover "economic damages and damages for severe emotional distress" and to receive "punitive damages for the oppressive, fraudulent, and malicious conduct of defendant Coohill."

—Sue Young Wilson

IGNORANCE IS STRENGTH



PROFESSOR OF SURGERY Marlys Witte wants her students to leave medical school feeling more ignorant than when they enrolled. So once a month she and philosophy professor Ann Kerwin, also at the University of Arizona College of Medicine, stock a classroom they call the *Residencia del Incognito* (house of ignorance) with fruit, cheese, and soft drinks and host a "pondering round." No texts, notebooks, or exams are allowed—students are evaluated on the quality of their questions. The towering Witte, who spurns white lab coats in favor of bright blue and purple leather and large pendants shaped like question marks, appears able to convince even the most self-conscious future M.D.'s to learn to love their own confusion. She calls herself the Ignorama Mama.

They regularly invite distinguished ignoramuses from out of town to lecture on what they don't know.

During the pondering round, students consider what they don't know and question what they've been taught. At a recent session Gina, learning about the effects of estrogen, pondered balance in the body. If changing the level of a hormone produces multiple effects in unanticipated places, she wondered, how can doctors predict what kinds of imbalances treatment may cause? "Can we ever cure one thing without causing side effects?" asked Gina. Another student pondered the definition of immunology. Since skin keeps many germs and contaminants out of the body, shouldn't it be considered part of the immune system?

"I feel more aware," Gina concluded after the discussion. "I'm more ready to take both the knowns and the unknowns into account. If I order a treatment, will it cause something worse or unanticipated?" The question goes to the heart of what Witte and Kerwin are trying to convey; namely, the difference between bad ignorance and good ignorance: " 'I don't know and I don't care,' and 'I don't know and I do care,' " as Witte puts it. "It's the first kind—arrogance—that's dangerous," she says.

The Ignorama Mama credits the late Lewis Thomas, one of her professors at New York University School of Medicine, with motivating her to develop the program. "The greatest single achievement of science in this most scientifically productive of centuries is the discovery that we are profoundly ignorant; we know very little about nature and understand even less," Thomas wrote in the introduction to his *Cecil Textbook of Medicine*. "I wish there were some formal courses in medical school on Medical Ignorance; textbooks as well, although they would have to be very heavy volumes."

Witte and Kerwin have already extended their crusade beyond Arizona. They have held seminars and workshops on ignorance in a number of states and regularly invite distinguished ignoramuses from out of town to lecture on what they don't know about their field and how their ignorance has driven their research. Witte hopes her curriculum will foment a quiet revolution in the way medicine is taught. She believes that graduates of her program will be more likely to question their professors and indeed the hierarchy of the entire medical profession. "It's subversive what we're doing," she says, and laughs. "Subversive."

—Beth Hawkins

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Field *Notes*

SKINNERED ALIVE

WHAT HAPPENS TO SCIENTIFIC theories when they're no longer fashionable but haven't been discredited either? Most go gently out of circulation with the textbooks that disseminated them, but others trickle down through the ranks of academia until they find new employment quite divorced from the research that generated them.

B. F. Skinner–style notions of behavior modification appear to be in this latter category: A rude form of these is now being applied to sexual offenders as young as ten in a series of court-ordered, *Clockwork Orange*–like aversion-therapy techniques. Many of the clinics that perform these procedures are private and have no review boards to insist that their techniques be backed up by research. And many of the therapists involved are nonspecialists with master's degrees in fields like social work, criminal justice, and human relations who wouldn't know a Skinner box if it hit them in the face.

The techniques involve a device called a plethysmograph—a small metal ring that fits around the penis to monitor arousal. The device is used to determine which stimuli excite the sex offender in treatment; stimuli are represented by photographs—of a teenage girl strapped to a bed, for example. The perpetrator sits with the plethysmograph (which is hooked up to a computer) clasping his penis and describes the pictures, while the therapist watches him from behind a two-way mirror.

Therapists also use the plethysmograph to measure how well their treatments work. If a boy who has been through the program is no longer aroused by, say, the

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stock photo of a naked five-year-old girl, they may conclude they're making progress. "Treatment" in these clinics tends to consist of crude techniques like "olfactory therapy," in which the stimulus is accompanied by a vile odor—ammonia, cat urine, and rotting meat are among the choices. Scariest of all, the plethysmograph is sometimes used to predict future dangerousness in juvenile offenders. A boy who achieves "full engorgement" when shown an unsavory photograph may be officially diagnosed as a menace to society.

Academic specialists in adolescent sexual behavior say there is little evidence that such techniques do anything to diagnose or reform juvenile sexual offenders. "There has been only a minimum of research into the effectiveness of this treatment," says Dr. Barbara Bonner, associate professor of pediatrics and director of the Center on Child Abuse

GULF STREAM OF CONSCIOUSNESS

AP/Wide World Photos

THE DATE MAY HAVE passed you by, but, as any academic prize maven would know, last Halloween marked the submissions deadline for the 1993 awards for Research and Studies of the Repercussions of the Iraqi Invasion of Kuwait. The Kuwait Foundation for the Advancement of Sciences is awarding prizes in five fields, each worth a hefty $35,000; included are environmental studies, history, economics, and psychology/sociology. But it was the fifth category that caught our eye. "Story and novel," the listing reads.

So forget that anemic academic murder mystery you've been toiling over and sink your teeth into the real stuff, like scenes of Kuwaiti babies being ripped from their incubators by crazed Iraqi soldiers. With luck, you could become the Leon Uris or Herman Wouk of the Gulf War—if not this year, maybe next. But remember to keep a duplicate copy of the manuscript, for "the works submitted for nominations will not be returned regardless of the outcome." No doubt they'll be resting comfortably in the files of Hill and Knowlton, the Kuwait-friendly public relations firm in Washington, D.C., which first put the incubator story into mass circulation. Hill and Knowlton is always on the lookout for new and promising fiction.

—R.J. Lambrose

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and Neglect at the University of Oklahoma Health Sciences Center. "It concerns me that a lot of people call themselves 'offender treaters' or 'sex-abuse therapists' [who don't have academic or medical degrees]." Dr. Lawrence Hartmann, a professor of psychiatry at Harvard, says that the little research that exists on adolescent sexual behavior actually undermines the notion of a link between patterns of arousal and sexual crime. "It's a commonplace that teenage boys have erections in response to a wide variety of stimuli," he says. "A teenager's sexual fantasy life is somewhat as Freud described it—polymorphously perverse."

How is it, then, that this obscure device and these vulgarized theories found their way into sex-offender

A boy who achieves "full engorgement" may be officially diagnosed as a menace to society.

treatment programs? Advertising, of course. In the early 1970s, the company that was the plethysmograph's chief manufacturer, Farrall Instruments of Grand Island, Nebraska, began marketing it to clinics, along with a variety of dirty photos to help with the testing. ("Misty is tied to a furniture moving cart," reads one entry in the 1992 Farrall catalogue's photo section. "Pam is in garage with hands and feet tied," reads another. "Models are nude.") The plethysmograph was originally intended for another purpose altogether: It was created in 1908 to calculate the effects of various drugs on the reflexes of dogs, and has more recently been used in quite respectable studies of impotence. This did not deter the clinics, however, and by 1992 the plethysmograph had been adopted in 177 sex-offender programs in the U.S. "The field is becoming technique-driven rather than theory-driven," explains Bonner, who finds this trend rather alarming. "People go to conferences and come home with an implement—people who have no basic training in behaviorism. All they know is a technique. They don't know the underlying principles."

Fortunately, involuntary plethysmography is under attack from so many directions, it looks like it might be headed the way of phrenology. Farrall Instruments recently decided to stop manufacturing the plethysmograph. Phoenix Memorial Hospital has closed its juvenile sexual-offender treatment program after a series of articles in *The Arizona Republic* questioned its use of the plethysmograph on preteens. And

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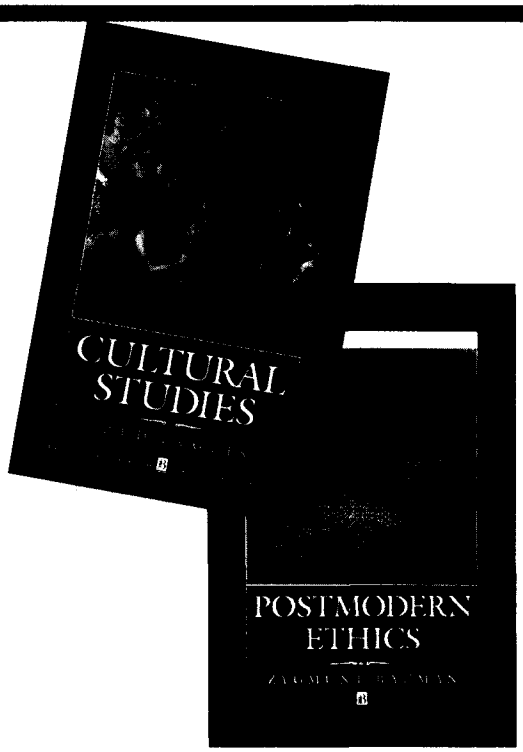

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this February, a New York court heard testimony in a $10 million lawsuit, filed on behalf of a boy treated with the device, that charged a sexual-offender clinic in Manhattan with child molestation.

Hartmann, for one, is not surprised by the outrage. "Some of the things these people are doing are themselves perverse," he says. "To introduce images of sadism and masochism in the name of therapy—it's perverse and noxious. It absolutely disobeys a basic tenet of good medicine: Don't do harm."

LA DOLCE CURRICULUM VITAE

EVEN IN YOUR MOST deluded fantasies about glamour and riches in academia you never imagined Vittorio Sgarbi. He's an Italian art historian who's also a best-selling author, a paramour of famous porn stars, a regular on prime-time television, a member of parliament, the mayor of San Severino, and the founder of his own political party. He has posed nude for the cover of *L'Espresso*. His reported annual income in 1992 was $1 million.

His remarkable conversational stamina has made him a favorite on talk shows, where he is idolized for his torrential and ostensibly erudite patter. He is a darling of the rubber-chicken circuit of the Italian *provincia*—dining and conversing with the country-club set for between $5,000 and $10,000 a meal. He is more famous still for his willingness to match verbal with physical abuse—he has shoved more than one fellow talk-show guest on national television. "It is not that I cannot control myself," Sgarbi explains. "It is that in certain cases, I believe it is right not to control myself."

On one television program a few years ago, a fellow guest snidely referred to Sgarbi as "Professor, though of what we have not yet been able to figure out." Sgarbi seized a bottle of mineral water from a nearby table and doused him. The guest grabbed the bottle, and when Sgarbi clamped onto it with both hands the guest slapped him in the face. Word on the street was that Sgarbi had been humiliated, until Sgarbi appeared on another show and majestically announced to the host that the person who had slapped him was now doomed to go down in history as The Man Who Slapped Sgarbi. "Television is like bumper cars," Sgarbi says philosophically. "If you have an accident on the street, that is bad. But on TV, it is okay. You don't have to drive carefully in bumper cars." As one Italian journalist, Maria Laura Rodotà, comments, "It is somewhat the reverse of America—in Italy, trash TV was invented by intellectuals."

Dressed invariably in a dark blazer, formal trousers, striped shirt, and tie, Sgarbi has a sharp, intelligent face, an intellectual's pallor, and thick, smooth hair that falls

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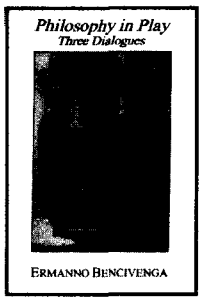

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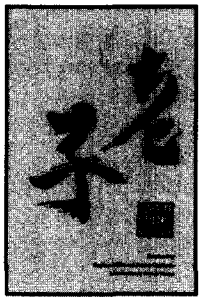

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Field *Notes*

fetchingly onto oversize eyeglasses, justifying his adolescent habit of periodically tossing his head. His delivery is a fraught monotone that verges upward into a penetrating shout. He has the air of an intense, busy man. Sgarbi considers himself a polymath and a dandy—he uses the term "dandyismo" in Italian, and compares himself variously to Leopardi, van Gogh, Wilde, and Byron.

A decade or so ago, Sgarbi, now forty-one, was a professor at the University of Udine, publishing articles on the High Renaissance, Mannerism, and the Baroque in Venice, Ferrara, and Tuscany. Then he began straying from the track.

In the mid-1980s, the Italian art world was rocked by the discovery—in a canal in Livorno, in Tuscany—of two stone masks believed to have been carved some seventy years before by Amedeo Modigliani, a native of Livorno. Having only seen photographs of the masks, Sgarbi concocted a beautifully slippery article about them for *PM* magazine, a news monthly now defunct. "If we exclude the possibility that the sculptures are fakes, because the idea of a Boccaccesque prank is too sublime and aesthetic," he wrote, "[we can see] they are clearly inspired by the steles of the Lunigiana and they appear as incomplete efforts, testimonials of a certain dissatisfaction and a restlessness, symbols of an original sin." Later it was revealed that the masks had been carved by three Livorno high school students as a prank, using a Black & Decker drill. The masks became part of Black & Decker's advertising campaigns in Italy for a year, but Sgarbi, the Teflon connoisseur, emerged unscathed.

Sgarbi, after all, is too stylish to worry about controversy. During a recent eruption of Mount Etna he visited a Sicilian village about to be overcome by a flow of lava and announced to outraged villagers and television cameras that the volcano was simply performing a useful act of criticism, as the village was an architectural monstrosity. Then there was the time, in 1984, that he tried twice to leave the Courtauld Institute—an art history branch of the University of London—with a rare book from its library that he had not checked out. (Sgarbi claims he was accompanying some friends to the exit when he set off the institute's alarm.) The director told him to leave and not come back.

These days Sgarbi is too busy to read books in libraries—after all, he reads at least a dozen daily newspapers. "Vittorio reads vast amounts," sighs one of his former girlfriends—a porn star who shared a manager with porn star and member of parliament Cicciolina. "He reads every daily newspaper published—and the amazing thing is that he does lots of other things at the same time, like phoning or eating." Sgarbi is even too busy to write, although he is the best-selling author of dozens of books and hundreds of articles. Everything he has ever written—or so he claims—was dictated. And dictated, he hints, to one of the attractive, wealthy, powerful women in his retinue. These women have played a considerable role in his success: One of his lovers early in his career was the wife of a powerful Venetian politician; he has also been associated with a leading Italian screenwriter and the wife of the former European minister for the environment.

Having achieved national renown for his sexual and verbal prowess and for his brutal, manly anger, Sgarbi realized by the early 1990s that he had what it took to become a successful politician. His record in the public sector wasn't stellar. His only experience as an official was with the fine arts commission of the region of Venetia, where he has worked since 1976, and in connection with which he is still facing charges of nonfeasance—for three of the years he drew government salary, he never once showed up at his office. But these are details, and besides, with more than 4,000 government officials, mafiosi, and businessmen facing jail in the wake of various scandals, Italy needed new statesmen. In 1992 Sgarbi was elected to the Italian parliament, where he joined such luminaries as Cicciolina and the clothing tycoon Luciano Benetton.

Italian political analysts are now speculating that Sgarbi will be a major figure in the March elections. They predict more specifically that he will be deployed as a vote gatherer in Italy's underdeveloped south for a new populist party founded by Italy's nouveau riche TV tycoon Silvio Berlusconi—the multibillionaire owner of the A.C. Milan soccer team and, more worryingly, 47 percent of Italy's media.

Sgarbi recently founded his own political party (of which he is as yet the only member), but it may just be a front for an alliance with Berlusconi. Sgarbi calls his party SI—which means "yes" in Italian, or, he muses, could also stand for Sgarbi Indipendente, or maybe Sud Italia (southern Italy, where Sgarbi is especially popular) or Sinistra Italia (left Italy). Berlusconi or no Berlusconi, though, it's clear that Sgarbi will be jousting in the spotlight for a while to come—the bane of corruption prosecutors in Italy, whom he has taken to deriding, and a Mittyesque inspiration to academics everywhere. —*Antony Shugaar*

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BREAKTHROUGH BOOKS PSYCHOANALYSIS

We asked five experts in psychoanalytic theory to tell us about the most exciting books published in their field in the past few years. Here are their responses.

Howard Blum, executive director of the Sigmund Freud Archives; author of *Reconstruction in Psychoanalysis: Childhood Revisited and Recreated* (forthcoming):

Blum calls ***The Letters of Sigmund Freud to Eduard Silberstein,*** **Eva Brabant et al., eds.,** (Belknap/Harvard, 1990) "extraordinary." Written by an adolescent Freud to a close friend, says Blum, the letters outline the boys' "secret society of two, 'Academia Castellana,' and [how] they took the names of two characters from the Cervantes story and taught themselves Spanish just to be able to communicate in their own argot. The letters are fascinating for the light they shed on Freud's teenage interests, his social commentary on the society of the day, his first expression of romantic love, and his professional inclinations."

Jacqueline Rose, professor of English at the University of London; author of *The Haunting of Sylvia Plath* (1992):

Rose cites **Julia Kristeva**'s ***La Nouvelle Maladie de l'Homme*** (Fayard, 1994), in which, she says, the French thinker explores her fascination with psychoanalysis both as practiced and as a source of insight into contemporary malaise. Kristeva "offers a diagnosis of new psychic states of being," Rose explains, "which she sees as emblematic of the modern condition; but also, and more intriguingly, cameo analyses of Madame de Staël and [psychoanalyst] Helene Deutsch. They read like partial autobiographies of her own journey as an intellectual woman."

Sander Gilman, professor of humane studies at Cornell University and of the history of psychiatry at Cornell Medical College; author of *Freud, Race and Gender* (1993):

Gilman describes **John Forrester** and **Lisa Appignanesi**'s ***Freud's Women*** (Basic, 1993) as "the first real attempt to understand the social and professional relations among Freud and women (mostly fellow analysts) and how they changed psychoanalysis. It's the first serious historical work in psychoanalysis that matches **Juliet Mitchell**'s ***Psychoanalysis and Feminism*** [Pantheon, 1974]. Most Freud scholarship is all secondary research, but Appignanesi and Forrester really did serious and original work. It's part of an indication that Freud studies have entered into a new decade in which Freud is thought about as an important figure in the history of science, like Darwin or Da Vinci."

Slavoj Žižek, researcher at the Institute of Sociology in Ljubljana; author of *Tarrying With the Negative: Kant, Hegel, and the Critique of Ideology* (1993):

Žižek says the two most significant books in psychoanalytic thought today are two recently translated seminars given by psychoanalytic bad boy **Jacques Lacan,** ***The Ethics of Psychoanalysis, 1959–1960*** (Norton, 1992) and ***The Psychoses*** (Norton, 1993). "The reception of Lacan," Žižek says, "is so often filtered through other disciplines—deconstruction, feminism—that even when he's accepted, it's only through a field not his own. These seminars, though, are in his own words; they are incredibly important, not just for psychoanalysis proper but also—in particular *The Ethics of Psychoanalysis*—for their connection to cultural studies."

Jessica Benjamin, clinical assistant professor of psychology at New York University; author of *The Bonds of Love: Psychoanalysis, Feminism and the Problem of Domination* (1988):

Benjamin picks **Stephen Mitchell**'s ***Hope and Dread in Psychoanalysis*** (Basic, 1993). Mitchell, an analyst, "deals with epistemological issues of concern in other theories—such as how to think about the self, or metapsychology—but approaches them from what he calls a relational perspective," says Benjamin. "It's basically the idea that in psychoanalysis the situation is always constructed by two subjectivities. So the basic unit of study in this book is the interactional field, a departure from the traditional intrapsychic model and its focus on the individual."

Kathleen M. Woodward, director of the Center for Twentieth Century Studies at the University of Wisconsin, Milwaukee; author of *Aging and Its Discontents: Freud and Other Fiction* (1991):

Woodward chooses **Theresa Brennan**'s ***The Interpretation of the Flesh: Freud and Femininity*** (Routledge, 1992). Brennan, says Woodward, looks at "the way that not only positions—mother, daughter, and so on—can be passed on, but also how emotions can be literally transferred from one person to the other. Those [in] the position of masculinity project their 'disordered affects'— envy, anxiety—onto women; these become a kind of weight that immobilizes women into passivity. So sexual difference gets constructed by way of this emotional dumping—those in the active position construct those in the passive.

"I like the literality of the notion that femininity is a weight," continues Woodward, "and that we have to get rid of it."

— *Ariel Kaminer*

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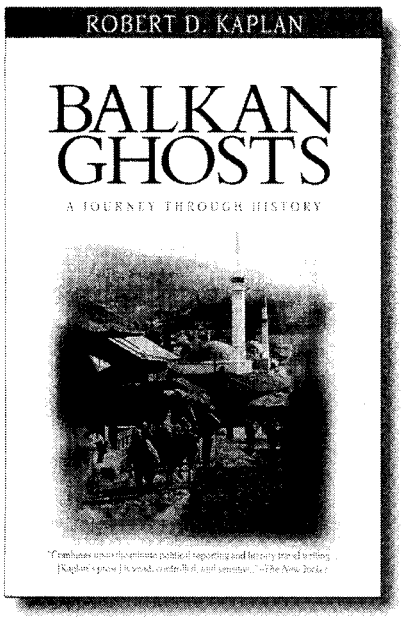
Veteran reporter Robert Kaplan offers an eloquent and incisive exploration into the heart of what he calls "history's cauldron." From the assassinations that triggered World War I to the irredentist warfare now engulfing the former Yugoslavia, the Balkans have been the crucible of the 20th century, the place where terrorism and genocide first became tools of policy. As he travels from Serbia, Bosnia and Croatia to Romania, Bulgaria, and Greece, Kaplan reconstructs a history in which ancient passions and hatreds are continually resurrected.



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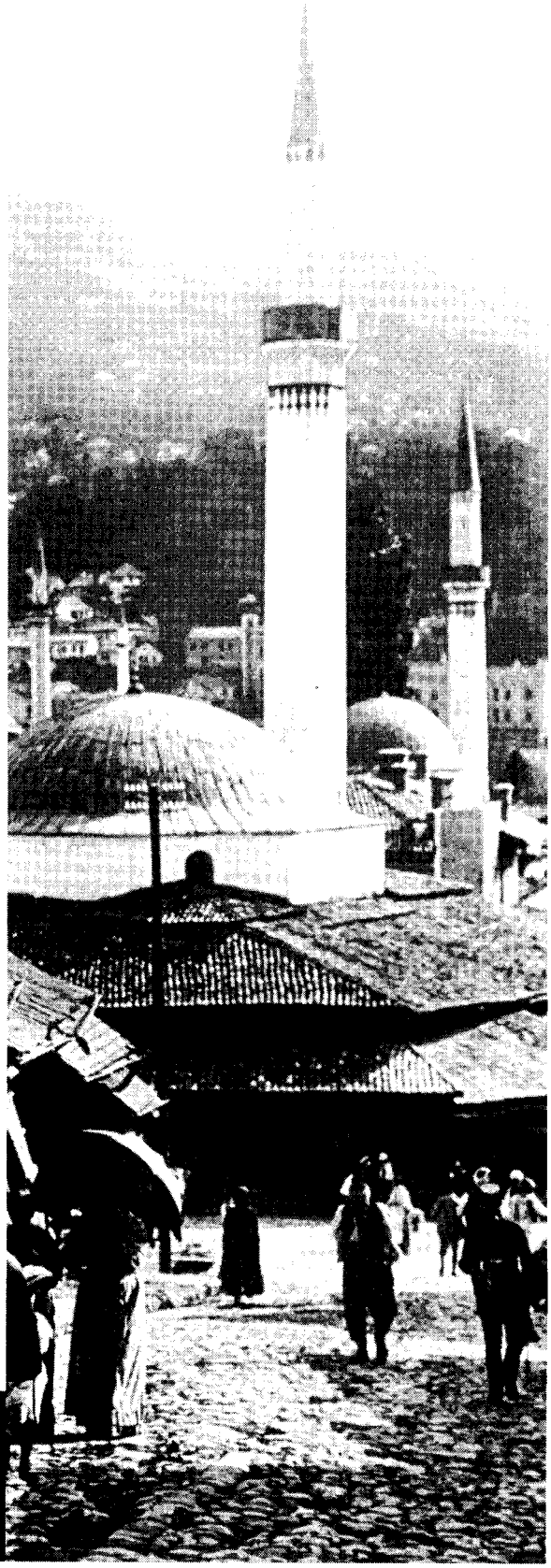

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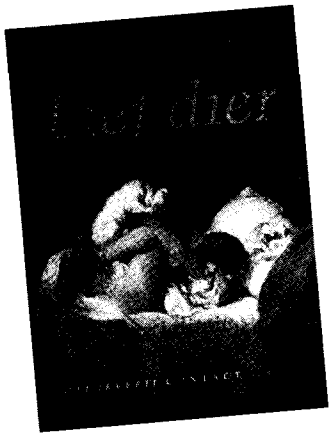
WHAT ROUGH BEASTS!



An homme moyen sensuel *might think* Dearest Pet *was some bestseller-wannabe—half soft-core porn, half Garfield.*

With a list featuring such left-leaning notables as urban theorist Mike Davis, historian Manning Marable, journalist Alexander Cockburn, and historian Perry Anderson, the London publishing house Verso is rarely thought of as kinky. Which is why *Dearest Pet,* coming out in June, may confuse some loyal Verso readers. An *homme moyen sensuel* scanning the chapter titles—"The Cuddliness Factor," say, or "Vital Juices"—might be forgiven for assuming he'd accidentally picked up some bestseller-wannabe, half soft-core porn, half Garfield.

Actually, *Dearest Pet,* whose subtitle is *On Bestiality,* is a scholarly meditation on man-beast love—erudite, entertaining, and wonderfully scandalous. Originally published by Contact, an Amsterdam publisher, the book has already sold more than 40,000 copies in the Netherlands. "Goodness knows," replies editor Malcolm Imrie, when asked why he'd acquired it. "It seemed so odd. But it's a serious book—a cultural history of the relationship between humans and animals. And anyway, books on animals sell, and books on sex sell, so . . ."

The book's author, Dutch biologist and journalist Midas Dekkers, rummages deftly through mythology, cultural history, and biology—everything from the mating dance of the signaller crab to the curiously anthropomorphic observation that "dogs are anxious to bridge the gaps that human beings create between the breeds as quickly as possible by means of the weirdest crosses. A pedigree dog is a bundle of hereditary characteristics which can bark. People maintain those breeds, dogs want to be rid of them." Dekkers's conflation of myth and science occasionally strikes a note of loony literalism; during a discussion on Rembrandt's *Rape of Ganymede,* for example, Dekkers cites a study in which a researcher "showed experimentally that an eagle cannot lift a normal newborn weight of three-and-a-half kilos off the ground."

The success of the Dutch edition is not surprising: Dekkers has hosted a popular radio show for years and recently launched his own television series about animals. Called *Midas,* after Dekkers, it's a kind of spicier *Wild Kingdom*—much spicier, in fact: During *Midas*'s first episode, the obliging host cooked and ate a bull's penis, although fortunately he shared only the highlights of this five-hour procedure.

If Dutch readers judged this book not by its author but by its cover—a Fragonard painting in which a little girl romps suggestively with a puppy—then the one change Verso made to the British edition may result in a less spectacular sales record. To avoid the overtones of pedophilia (let alone puppyphilia), Imrie says, Verso substituted a less erotically charged image of a young man with a cat.

COMMEDIA DEL MARTA

In 1925, at the height of his fame, the fifty-eight-year-old Nobel–prize-winning playwright Luigi Pirandello fell in love with an obscure actress he'd hired for his theater troupe, the *Compagnia del Teatro d'Arte di Roma.* The actress, Marta Abba, was twenty-four.

The age difference was the least of the relationship's problems. There was also the playwright's marriage: His wife, Antonietta, suffered from an incurable mental illness and was confined to a mental institution. And there was the fact that Italian law precluded divorce, had Pirandello—a Sicilian gentleman of the old school—been so inclined in the first place.

Still, this obsessive and probably unconsummated passion dominated Pirandello's life until his death eleven years later. The liaison was well known, though bitterly opposed by Abba's Catholic family. What was less well known was that the aging playwright was busily pouring out his feelings—and a great many other things besides, such as his artistic plans, details of family psychodramas, sketches for works-in-progress, and the occasional fascist slogan—in 552 letters to his paramour. In May, Princeton University Press will publish 162 of those letters, translated and edited by Benito Ortolani, a professor of the-

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ater at Brooklyn College and at the Graduate Center of the City University of New York.

Pirandello's Love Letters to Marta Abba affords a surprisingly candid look at this otherwise reserved literary figure. Mostly they make clear just how much torment Pirandello suffered in his pursuit of the fond but rigorously platonic Abba ("Ever since her youth, the actress was extraordinarily reserved in her relationship to the opposite sex," Ortolani writes in his introduction). Worshipful and wheedling, Pirandello tried and failed to suppress his declarations of love; Abba dismissed them as "useless chatter." Pirandello's physical separation from the woman he called his "ALL" induced a kind of temporal derangement. "It is a frightening experience: to see the present as past!" he wrote. "But I recognize very clearly the reason for this very strange phenomenon, which without doubt would be interpreted as an obvious sign of mental illness if revealed to a psychiatrist. My life is present only in you, who are so far away. I live here, therefore, as if at a great distance from my own life and from myself, like in a kind of past.... When will my life be back in the present?"

According to Ortolani, Abba was in New York City in 1936 when Pirandello died; she announced the news of the maestro's demise from the stage of the Plymouth Theatre, where she was starring in a Broadway farce called *Tovarich* (she played a Russian noblewoman working as a French socialist's maid). A year later, she married the Ohio socialite Severance A. Millikin and, under pressure from her husband, abandoned the stage for Cleveland high society. The couple divorced in 1953, and she returned to Europe with a $1 million severance package—so to speak—and took up a multidomiciled life in Milan, Lugano, and Monte Carlo.

For all of Abba's apparent imperviousness to Pirandello's outbursts of affection, she did pay keen attention to other parts of his letters, particularly the statements that granted her—as his muse—the rights to various works of his. Every so often during the 1950s, Abba would commence litigation to secure those rights; when the playwright's heirs disputed her claims, she'd produce a letter, which then became part of the public record.

By the end of the 1950s, Pirandello specialists around the globe were growing impatient. "All the scholars were waiting for the appearance of this great treasure in order to understand Pirandello's last ten years, which have always been very sketchy in the biographies," says Ortolani.

But Abba held on to the letters until 1984, when she yielded to the entreaties of Peter Putnam, a philanthropist whose mother had been Abba's best friend during her years in Cleveland. Putnam urged Abba to donate the letters to Princeton, his alma mater, and he agreed to kick in a considerable sum to pay for their editing and translation.

Then the first of many complications arose. Although Abba wanted the letters to be a gift, she also wanted to be paid through what Princeton University Press director Walter Lippincott calls a "back-channel maneuver." A deal was proposed whereby Abba would donate the letters, yet still receive a $40,000 "advance against royalties," most of which would come out of Putnam's deep pockets.

Abba accepted the offer, but nixed the press's choice for the job of editor and translator, Princeton professor Pietro Frassica. So in September 1985, Ortolani flew to the Italian resort of San Pellegrino Terme, met with the octogenarian Abba, and won her approval. Soon after his return to the States, though, she waffled again. "You talk about Hamlet being indecisive," muses Ortolani. "Compared to Marta Abba, he was more than decisive. I spent months trying to convince her."

Eventually, Ortolani resorted to a theatrical maneuver. "Abba had already offered us the letters as a gift, but she got cold feet when the time came to sign the papers. So I told the president of the university to write her a letter inviting her to Princeton for a publication gala, with celebrities and so forth. You tell an actress something like that and she gets moving."

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Putnam flew the by-then wheelchair-bound Abba to New York and paid for her to stay at a New York University Hospital facility (he also treated Abba's sister, Cele, to the transatlantic flight and put her up at the Pierre). Still, Abba balked. "Weeks went by," remembers Ortolani. "I went to the hospital every day and said: 'We can't have the gala unless you sign. We need time to get in touch with the celebrities, you know.' Finally, she signed the donation papers. But she still hadn't signed the contract for the book."

FOTO FERRUZZI-VENEZIA

The gala was held at Princeton in November 1986. Disappointed, perhaps, at the absence of flashgun-wielding paparazzi, Abba kept refusing to sign the contract. Two days before her scheduled departure for Italy, a desperate Ortolani staked his all on a prop: "I went to Mark Cross on Fifth Avenue and bought the most expensive leather folder they had in stock. Then I had them emboss it in gold with the words, 'Contract Between Marta Abba and the Princeton University Press.'"

With this imposing item in hand, Ortolani and Walter Lippincott trooped off to plead with Abba. "We spent almost three hours in her hospital room," recalls Lippincott, "with most of the conversation in Italian, which I don't understand." Finally, Ortolani produced his ace in the hole. "When she saw the folder," he says, "her eyes lit up and she agreed to sign. Theater people," Ortolani concludes with a sigh.

All that remained, then, were several years of work for Ortolani, who edited and translated the letters according to Abba's wishes (the actress died in 1988), and a series of delicate negotiations with Pirandello's heirs, who viewed the publication as an unwholesome airing of family laundry but finally agreed to it. Next year Princeton will bring out the entire correspondence in the original Italian, producing the 2,000-page behemoth with Italian publisher Mondadori. All of which has cleared the decks for the publication of Abba's letters, a project currently under way in Italy. Look for the he-said-she-said boxed set sometime in the next century.

PACKET RATS

Throughout the 1980s, Kinko's Graphics Corporation and its more than 600 outlets in the United States and Canada did a brisk business in course packets. They weren't the only ones—all over the two countries, mom-and-pop copy shops were trafficking profitably in homegrown anthologies. "I noticed that lots of people who were running copy shops off-campus were driving around in late-model BMWs," says Mark Miller, an Ithaca, New York, publishing entrepreneur. It was all part of the shift away from the immutable Book toward the customized data product, and it was extremely lucrative.

Then in 1991, eight irate textbook publishers sued Kinko's for copyright infringement and won. Kinko's forked over a $1.9 million settlement, promised not to photocopy any more course materials without first getting permission, and got out of the packet racket.

Kinko's withdrawal left the $200 million "course packs" industry in disarray and professors hungry for its products—particularly professors in the humanities, who, according to one industry study, had come to depend more heavily than their scientific counterparts on last-minute compilations. Now publishers and small businesses are beginning to step into the breach. There's McGraw-Hill, whose Primus subsidiary has begun selling anthologies from a 100,000-page database—at first made up of only McGraw-Hill publications, but now about one-fifth non–McGraw-Hill materials for which Primus has obtained the rights.

And there's Mark Miller, who is the answer to every professor's post-Kinko's anxieties: Tell him what you want in your course packet, and he'll not only obtain the requisite permission, he'll get the article copied, bound, and placed on bookstore shelves. Miller, who previously dreamed up a series of supplementary lecture notes called "Take Note," anticipated the

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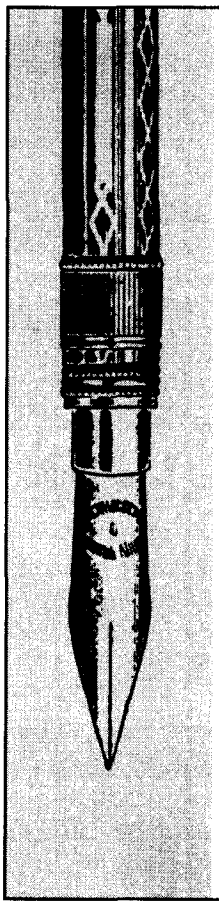

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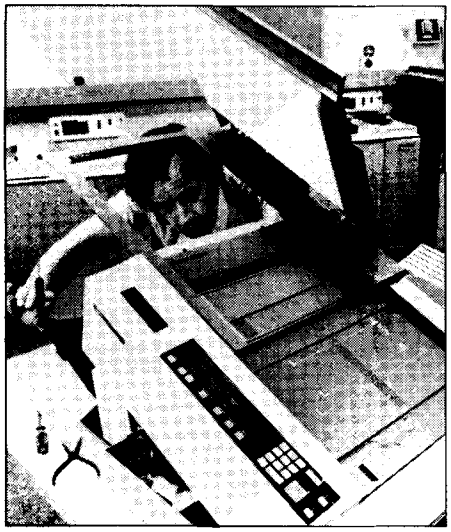

AP/Wide World Photos

demand for the service as early as 1989; that's when he approached Cornell University's bookstore with an offer to help them set it up. "The bookstore declined," explains Miller, "because it couldn't act as a cottage-industry publisher. Instead, it asked me if I could provide this service myself."

Miller's company, the Custom Publishing Group, now delivers copyright-correct packets to 290 colleges and universities. Here's how it works: When a professor decides which articles and book excerpts she wants for her course, she takes her bibliography to the campus bookstore, which forwards it to Custom Publishing, whose research staff tracks down copyright holders. Obtaining permission can take anywhere from one week to six months."Many publishers don't have an automatic process for handling copyright requests," says Miller—he recalls the time a British publisher forwarded his letter to an author who lost it under a pile of papers in his office and opened it two years later. Once permission has been granted, documents are copied, bound, and shipped to the campus bookstore. Students pay roughly the same for them as they would for a paperback book with an equivalent number of pages.

Sounds simple enough, but many campus bookstores were initially dubious. Buyers wondered if they should really clear room on their shelves for such bulky, perfunctorily packaged objects. Publishers resisted too: They didn't see the point in selling off their rights to people they viewed as copyright cannibals. "Many publishers didn't understand how ubiquitous this practice was," says Miller. "We had to get across that this wasn't a fad, and that the Kinko's lawsuit wasn't

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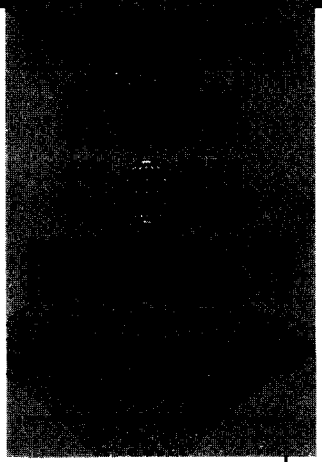

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going to make it go away—it was just going to push it further underground."

Publishers and bookstores have not only come around to Miller's point of view but, according to Primus's vice-president, Robert Lynch, the trade in course packets has become the fastest-growing part of the $2.5 billion textbook industry. Both Miller and Primus have already begun simply downloading documents directly off electronic databases. In the end, what these publishing revolutions will transform, says Miller, is the classroom: Once you have "textbooks that get closer to what professors really want to teach," he says, "you have syllabus-driven textbooks instead of textbook-driven syllabi."

THEY'D PREFER NOT TO

For twenty-nine years, Harrison Hayford, professor emeritus of English at Northwestern University, has been working on the definitive edition of Herman Melville's works. At first Hayford did it half-time; later, when professorial duties intervened, he did it during downtime and sabbaticals. In 1965, Hayford says, "the New Criticism seemed to have ended, and we wanted to edit the guys we'd been interpreting since the 1940s. The odd thing, though, is that no close textual editing had ever been done on these authors before. We had no idea how long such a process would take."

Critically speaking, Hayford's singlemindedness and that of two fellow editors seems to have paid off. Just last month, a review in *The New Republic* called the thirteen volumes of Melville's works that have come out so far "the most copiously informative scholarly edition of any American author" and, with their wealth of biographical notes, "the most illuminating critical biography we can expect anytime soon." Financially speaking, though,

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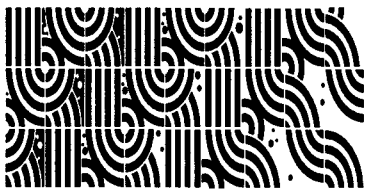

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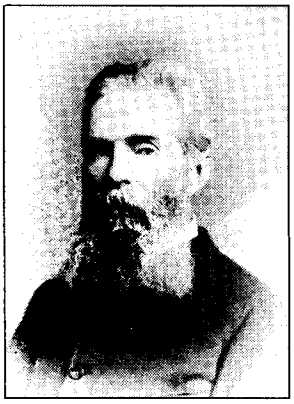

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things look less rosy, and with the project only two books shy of completion, one of its copublishers, Northwestern University Press, has decided to put it on hold.

The entire project was originally supposed to take four years. "Instead, each volume took an average of two years," says Nick Weir-Williams, the press's director. "You also have to take into account that the press shut down for a while during the 1970s." The most recent volume—Melville's *Correspondence*—came out in July 1993. Since then, Northwestern has had to rethink its support. "The problem is that these are very expensive books to produce—more than $100,000 apiece," says Weir-Williams. "There's a great deal of intricate textual work, plus an unusually detailed proofreading process. We have to pay two full-time staffers, and in the case of, say, *Correspondence*, we spent about $18,000 subsidizing manuscript research at a Boston library. We do license our texts to other publishers, including The Library of America, but those fees seldom amount to more than $10,000. And our sales obviously don't recoup this kind of investment."

The National Endowment for the Humanities has pitched in from time to time, and the Newberry Library, a rare-books collection in Chicago, has kept the research side of the project going by donating both facilities and funds (the series is jointly published by Northwestern and the Newberry). Hayford continues to work without pay. Still, unless some publishing angel emerges, the *Published Poems* and *Billy Budd, Sailor and Other Later Manuscripts* may never appear. And though Hayford is being stoic about the whole business, he admits the decision to halt publication was, for him, "a disaster. I've devoted my scholarly career to getting this done. You might as well ask, 'How do you feel when you die?' " —*James Marcus*

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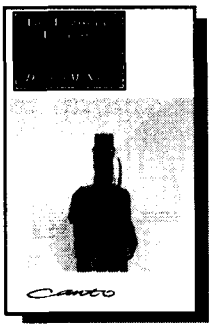

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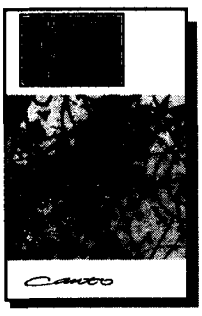

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TEACHERS FOR A DEMOCRATIC CULTURE

Regulations for Literary Criticism in the 1990s

Michael Bérubé and Gerald Graff

AS EVERYONE KNOWS, we literature professors have become sitting ducks for media attacks. Where once we were widely revered as tweedy dithering schoolteachers in bow ties or buns, carefully parsing split infinitives and memorizing long passages from Tennyson, we are now routinely ridiculed for our barbarous jargon, anti-Americanism, outlandish paper titles, and (of course) "political correctness."

We have done our best to answer these attacks, but to little avail. Clearly, the time has come for drastic measures. We therefore announce the following regulations for critics and professors of literature, effective for all future courses, conferences, and appearances before the general public.

Regulation I. *No unfamiliar words*

It will no doubt be objected that "unfamiliar words" is a relative term, since different words are familiar to different audiences. Frankly, we think it's getting awfully late in the day for this kind of poppycock. We all know what "unfamiliar words" are, and we're certainly not going to repeat them here. Suffice it to say that we can no longer visit upon innocent reporters and bystanders such monstrous words as "intertextual," "iterable," "counterhegemonic," or "subaltern." Likewise, any professor trying to pawn off nonsense words like "catechresis" or "anaphora" will deserve whatever public humiliation he or she receives.

Even worse are unfamiliar words that *sound like* familiar words. Nothing is more infuriating than to hear a word whose meaning you think you know, only to find out that the word has *another meaning* known to none but a small circle of smug, smirking theorymongers. For our 1993-94 conventions and in future years, we will publish a list of interdicted "familiar" words whose use by literary critics only serves further to damage our reputation. This year, that list will include "sign," "code," "discourse," "text," "subject," "gaze," "articulation," and "recuperate." However, we will not include "hymen" or "phallus" for fear of being tainted by their very utterance.

Regulation II. *No politics.*

Nothing is more dreary than a literary critic who projects his or her (usually *her*) petty political concerns onto some innocent, defenseless literary work. Literature should not be the occasion for fashionable modern hand-wringing or "politically correct" interpretations that have nothing to do with what the author intended.

If we are to abstain from the use of unfamiliar language (see Regulation I), we should *at the very least* do our great writers the courtesy of abstaining from political ideas that would not have occurred to them. We demand, therefore, that literary critics refrain from newfangled political concepts that the great writers would not understand, such as "gender" and "power." The rule of thumb here is simple: whether you are discussing Shakespeare, Cervantes, or Samuel Johnson, do not speak or write in language that they did not use.

In fact, the less "interpretation" you indulge in, and the more you simply read from your author's works themselves, the safer you'll be—and the safer *we'll* be. As Lynne Cheney tried to remind us time and again, the problem is that we stubbornly insist on interpreting texts for ourselves, thereby distorting and dishonoring the very cultural heritage we are supposed to be preserving. Of course, regrettably, some "interpretation" of literary texts is inevitable, but this is hardly an excuse for throwing all decency to the winds.

Regulation III. *Avoid popular culture.*

Many of us imagine that it spices up our presentations to allude to Madonna or *The Simpsons*, presumably in order to make some specious point about how popular culture can be as intellectually engaging as the works of great writers. In recent years, some of us have even applied the tools of critical analysis to such popular drivel, as if it actually possessed some meaning. No one is fooled by this. If there is one thing worse than trashing a great book for its sexism and racism, it is talking about it in the same sentence as "movies" and "video." Popular culture cannot be intellectually rewarding. If it were, it would not be popular. By the same token, popular culture is out of our provenance as teachers of literature. Surely if God had intended us to be popular, our conventions would pre-empt the NFL playoffs, Adrienne Rich would have her own talk show, and Stanley Fish would be *The Last Action Hero*.

Regulation IV. *No controversial ideas.*

If you want to give a public address involving controversial ideas, join the Controversial Ideas Association and deliver a paper at *their* annual convention. The problem with controversial ideas, as we all know, is that people often disagree with them. Remember, literature is literature precisely because it transcends any controversial idea. And literary criticism is what we do *instead* of thinking about controversial ideas, which just confuse the students anyway.

Regulation V. *No sex.*

No topic has invited so much public derision and horror as this. When it comes to sex, it doesn't matter whether we're being covered by the *New York Times Magazine*, the *New Criterion*, *or* the *Manchester Union Leader*: we will be pilloried. And rightly so.

If you want to talk in public about sex or sexuality, get on Donahue, Oprah, or Geraldo. Sex and sexuality are, by definition, things that many people feel uncomfortable about (in fact, we feel uncomfortable writing this very regulation!), and literary criticism is no place for the discussion of such matters. After all, literary criticism is what we do *instead* of having sex. Worse still, encouraging other people to think about sex and sexuality may lead them to engage in sex themselves.

As far as gay and lesbian literature professors are concerned, we welcome them so long as they do not announce themselves *as* gay or lesbian, something that is obviously irrelevant to literature. Though they are often talented teachers and scholars, openly gay and lesbian scholars have clearly had a very serious effect on the morale of the press corps. So take a cue from your local library or local armed forces recruiting office, and ssssssshhh.

Regulation VI. *No funny or "provocative" titles for papers.*

Remember that most reporters will never know anything more about the paper you deliver at a convention than the title printed in the program. That doesn't mean (as some of you apparently believe) you should take this opportunity to draw attention to yourselves by coming up with titles like "Who Has the Phallus?" "I Thought *You* Had the Phallus," or "Give Me Back That Phallus." On the contrary: if your paper offers a staid, stolid critique of Northrop Frye's theory of romance, but it's entitled "Romancing the Stone: The Sodomy of Elegy in Frye's *Anatomy*" or "Fear of Fryeing: A Lurid Tale of Romance" (see also Regulation V), you not only bring disrepute on your own paper and panel; you expose us all to disgrace and embarrassment. And all just so you can amuse yourself and your smug, theorymongering friends. Which brings us to the last of these regulations.

Regulation VII. *No irony.*

It was irony, of course, that got us in trouble to begin with, when radicals were foolish enough to satirize their own kind for "political correctness." This unfortunate lapse paved the way for Carol Iannone to claim that "political correctness" was "long a *designation of approval* by the hard left," a designation of approval for so "long" that no record exists of anyone actually using it that way.

The lesson is clear. Employing irony, speaking tongue in cheek, talking wryly or self-mockingly—these smartass intellectual practices give our whole profession a bad name. If there's one thing calculated to alienate an otherwise friendly and helpful press, it's irony. As Dan Quayle once put it, irony is an ill wind that bites the hand that feeds our fashionable cynicism.

We cannot mince words about irony. Knock it off, and knock it off now. In the first place, nobody understands your little ironies but you and your theorymongering friends. In the second place, even if someone *does* understand your ironies, they still won't translate into newsprint and you'll wind up looking foolish anyway. In the third place, great literature demands of us a high seriousness of purpose—not disrespectful laughter and clowning around. So just wipe that smirk off your face.

What's left for me to talk about?

With so much prohibited, you are probably thinking, "What is left for me to teach and write about?" The answer, of course, is plain: Literature and Life. Literature and life, the great enduring issues, all remain—as long as they don't involve sex, politics, controversy, popular culture, irony, or unfamiliar words. For those who may still be stuck for a topic, however, we particularly recommend the following:

Feminism—Threat or Menace?
It's the Canon, Stupid!
Beowulf or Grendel? You Make the Call
Literature and God
Why Poets Are Just Regular Folks
Faulkner and Lawrence: Whose Nature Imagery is More Robust?
How Literature Can Make the World a Nicer Place
Poems to Treasure Always
Literature—Love It or Leave It!

So let's get out there, fellow literature professors, and let's show those detractors of ours that just because we teach literature, that doesn't mean we have to be perverts or terrorists. Oh, and one final thing—defend free speech at all times!

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THE INTELLECTUAL PROPERTY THAT POSSESSED A UNIVERSITY

BY GARY TAUBES

Continued from the cover

To understand the story of Williams and his graduate student, you have to grasp the scope of Williams's project. The Collaborative Research on Infectious Diseases in Sudan Project came into being in 1979, when Williams—then a 37-year-old microbiologist from England with a sheep farm a few miles outside of East Lansing—began assembling a group of American and African scientists to develop treatments for a set of diseases not much studied at the time, the market for their cures not being especially lucrative. They were tropical parasitic diseases—among them malaria and oncocerchiasis or river blindness, which is carried by black flies and often leaves its victims blind by their late teens—and their impact was and is felt across wide swaths of Africa. Most of the sixteen million people in the world who suffer from river blindness, for instance, live on that continent. Williams wanted to study the transmission of these diseases and how they work in the body; having practiced as a veterinarian before getting his Ph.D. in pathobiology at the University of Pennsylvania, he'd developed his own approach to the epidemiology of tropical disease. "Vets think about disease on a huge scale, in terms of herds of cattle and flocks of chickens," he says. "Physicians tend to think about diseases as problems of individuals. With tropical diseases, you need to step backward and think about how to do the most cost-effective thing for the group."

By 1989 the Sudan project was getting up to $500,000 a year in grants from the National Institutes of Health. It had attracted researchers from several departments at Michigan State, Brigham Young University in Utah, and the University of Khartoum; as one of only six large tropical-disease projects underway in the United States, it had become a powerful draw for aspiring biomedical researchers. In Sudan, the largest

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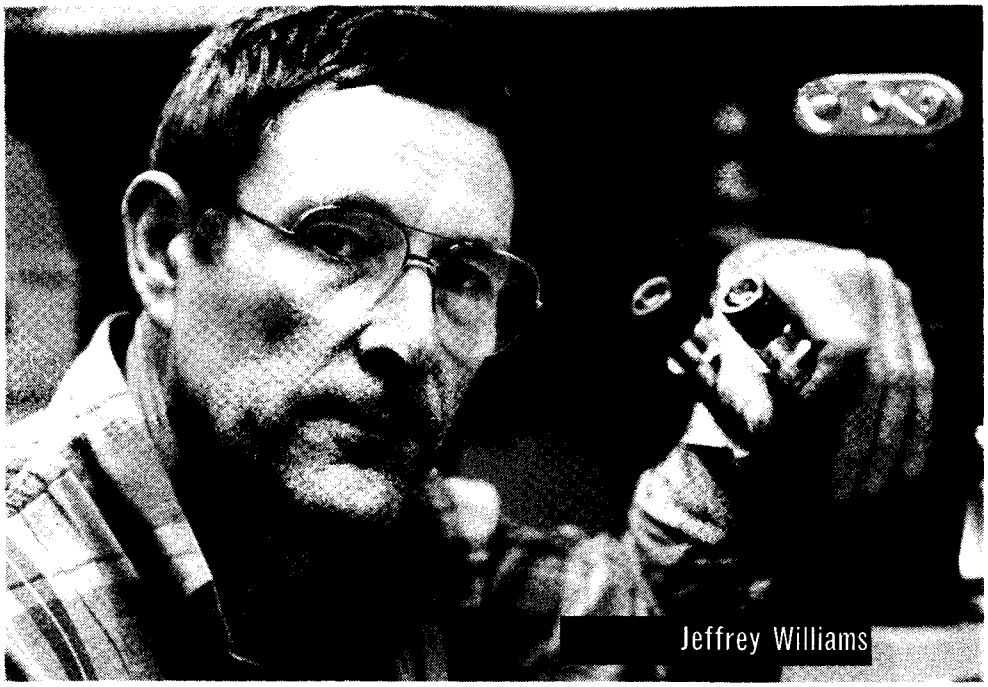
and one of the poorest nations in Africa, it had spawned several indigenous biomedical-research projects. "There are more than fifty Sudanese who were trained by the project, directly or indirectly," says Mohamed Y. Elkhalifa, a Sudanese physician who did his dissertation with Williams. "The research laboratory that was set up by the project is the focal point for most serious research in Sudan — not only because of the equipment but also because of the intellectual input and the exchange of scientific ideas." All this despite droughts, famines, civil wars, attempted coups, and four changes of government.

In the early 1980s a new drug appeared on the scene: Ivermectin was a heartworm medication developed for livestock and dogs by Merck & Co., but it also turned out to be effective in humans—it stopped the damage caused by river blindness. Once Merck discovered its utility, the company began distributing the drug in all parts of the world where river blindness occurs. "They donated it free, which I think has never happened in the history of medicine," says Williams. But a lot remained to be learned about ivermectin—how exactly it worked, how its side effects might be mitigated—so in the summer of 1987, two of Williams's Sudanese colleagues proposed a clinical trial. Soon Williams and several other scientists began setting out in trucks for villages that lay 400 kilometers up the one road that runs from Khartoum to the Red Sea—and then another day's drive off the road through bush—seeking patients who fit a description they'd developed back in the States. They drove the test subjects back to Khartoum, set them up in the university hospital, fed them ivermectin tablets, and took blood and tissue samples daily.

Back at MSU in the fall of 1987, Williams hired a new student technician for his lab. Maie ElKassaby was an Egyptian woman in her thirties, and taking her on was a kind of rescue mission on Williams's part. She'd just lost her last job, which she'd obtained from a fellow Egyptian after being laid off from another post in a pharmacology lab. The Egyptian professor, Suzy Hassouna, had taken pity on ElKassaby and given her a three-month assistantship so she wouldn't lose her visa, then fired her because she never showed up for work. "You know why?" asks Hassouna. "Because the department took its time with [her assistantship]—she was processed fifteen days late—and she didn't like that." (ElKassaby says she left Hassouna's lab only when Hassouna's grant ran out.)

ElKassaby, an observant Muslim who wears a half-chador, has a bachelor's degree in pharmacology from Cairo University and has studied in the States off and on since 1976, arriving at MSU in 1983 on a ten-month joint U.S.-Egyptian fellowship and staying to get her master's in poultry science. "She'd done very poorly on her master's," says Hassouna. "Her adviser was not very pleased with her work, so her chances of getting accepted by someone for a Ph.D. were very remote." Nonetheless, soon after hiring her, Williams agreed to direct ElKassaby's research for a dissertation in pathology. He paid a visit to Hassouna's office. "'Suzy, you are wrong about Maie,'" Hassouna remembers him saying. "'Maie is an excellent worker.' I said, 'Jeff, she is not a researcher. She is just a technician. She does not think for herself.' And he said, 'Well, I think you're wrong.'"

He would soon find out that Hassouna had been right. ElKassaby's academic record did not improve after her master's. She never bothered to make up a deferred grade in physiological biochemistry; when given a chance to repeat a pathology course she'd all but failed the first time around, she handed in virtually the same paper she'd handed in before. Soon after ElKassaby began working in Williams' lab, she stopped taking any science courses. In 1988, ElKassaby failed her comprehensive exams. (Much later, Williams would learn from one of ElKassaby's master's advisers that ElKassaby had in fact copied much of her master's thesis out of a textbook. Alerted by Williams, MSU administrators looked into the charge and determined that whole passages had indeed been copied but they ruled that ElKassaby had not intentionally plagiarized them. Besides, the administrators wrote, "this should have been resolved by the academic advisor . . . and the research advisor . . . prior to accepting the thesis.")


Jeffrey Williams

But in 1987, Williams knew none of this, and he gave ElKassaby as much responsibility as the other people in his lab. She was a good technician, he said; "she had good hands." Besides, Williams loved playing mentor to his students. When he did consulting work for the Upjohn Company, a pharmaceutical company in nearby Kalamazoo, he had Upjohn donate his entire $250-an-hour fee to MSU's pathology department, earmarked for graduate-student travel and research—

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a practice that would have earned him the reputation of a saint had he let his colleagues know he was doing it. Williams seemed particularly eager to draw out students he considered underchallenged. "Jeff carried some people for a long time who weren't very good," says Tim Geary, an

ELKASSABY THOUGHT WILLIAMS MEANT TO STEAL HER WORK AND CUT HER OUT OF THE PICTURE.

Upjohn researcher who accompanied Williams several times to Sudan. "He tried to save them; he viewed them as reclamation projects. The good ones would complain they never saw him, that they couldn't spend time with him, and I asked him about that. He said, 'They don't need me. I need to spend time with the ones who need me.'"

Others in Williams's lab realized long before he did that the ElKassaby reclamation project was doomed. Elkhalifa was the first to supervise her and the first to ask that she be transferred elsewhere. "It took less than a week for me to realize that it was extremely difficult to work with her," he says. "I talked to Jeff immediately. I said, 'Jeff, listen, I know this person, we are essentially from the same community, we occasionally meet at religious gatherings, and if she continues working with me, we will lose cordial relations.'"

By the time Robert Garrison, a graduate student in microbiology, went to work in the lab in September 1988, it was "clear," he says, that the relationship between Williams and ElKassaby was "strained." When Williams met with ElKassaby to discuss research, Garrison says Williams would emerge from the meetings "emotionally drained." Garrison calls ElKassaby "abrasive" and "cantankerous"; he says, "It was visible even to me, a beginning Ph.D. student, that she lacked a fairly important ability to interpret biological data in the framework of the larger picture. The questions she asked me were very, very fundamental questions, relating to human physiology, for example. I was taken aback that someone as advanced as she would bring those questions up."

Nonetheless, in 1988 Williams assigned ElKassaby the task of running a radioimmunoassay, a test that uses radioactive material to detect tiny amounts of chemicals, on the blood and tissue samples collected in Sudan. The Upjohn scientists who'd invented this particular radioimmunoassay had used it to measure levels of ivermectin in soil, but Williams wanted ElKassaby to use it to analyze human blood and tissue. "Since the parasites that cause the blindness live in the skin and the superficial parts of the eye," Williams explains, "you can take pieces of skin and count how many worms there are, whether they're dead or alive after treatment, and how much of the drug there is."

The results of the radioimmunoassay were to constitute the first section of ElKassaby's Ph.D. thesis, but Williams seemed so delighted at the success of the new application that when one of the Upjohn scientists made a remark about its commercial possibilities, ElKassaby began to suspect that Williams was thinking about patenting it. And that, she thought, could mean only one thing: He meant to steal her work and cut her out of the picture.

Williams *was* thinking of trying to market the assay; Upjohn wasn't interested, and he thought he had something unique on his hands. "No one else in the world had an assay one could use on tiny amounts of tissue," is how he figured it. But then he discovered other researchers working on similar tests and dropped the idea.

In January 1989 ElKassaby got what she thought was more evidence that Williams was planning to get rid of her. First he vetoed her plans to attend a conference where their work was to be presented, and then, after she went behind his back to ask the department head for travel funds, he got mad. He took to criticizing anything she did, ElKassaby says, and to communicating with her by way of memos left on her desk. ElKassaby's suspicions were confirmed on May 11, when, after Williams asked her to do a task over again because he felt she'd done it badly the first time, and she called the assignment "stupid," he fired her. He told her he couldn't be her adviser, but he would help her publish articles on her research.

"My failure to generate in her any ability to analyze or criticize, along with her insolence—to tell me my request was stupid!—was a tough thing to take," Williams says. "That's when I decided I wasn't going to make anything of this woman."

A few days after he fired her, Williams sent ElKassaby a note reminding her that "all worksheets, laboratory data notebooks, and other results from your work belong to this institution." ElKassaby took this as proof that he was out to steal her work; she even went to Hassouna and told her so. Hassouna told ElKassaby she hardly deserved a patent for carrying out her adviser's ideas using somebody else's test, but ElKassaby paid no attention. When she finally returned her research materials, she withheld some of the tissue samples and the readouts of the radioimmunoassay.

Now, five years into the nightmarish saga precipitated by ElKassaby's hold on the data, Williams's life has been transformed. He's no longer principal investigator on the Sudan grant; he shut down his lab four years ago and transferred the project to Brigham Young. He periodically goes blind from agonizing migraines. He's wont to rail against MSU, and has

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offered to return to the school a distinguished-professor award it gave him in 1982. He filed lawsuits against MSU—naming nineteen university officials and trustees—first in federal and now in state court, and brings all the passion once reserved for his research and teaching to the case. MSU's reactions to his lawsuits have only exacerbated Williams's obsession; in a tactic Williams considers retaliatory harassment, its lawyers have been taking advantage of the discovery process to request every document they can think of, day after day, down to the syllabus for a course he now teaches on scientific misconduct. Things got even worse last November, when, Williams claims, someone at the university leaked to the press a deposition Williams had given on the difficulties of running, as he puts it, "a program in a Third World country during a civil war." An East Lansing newspaper then published an article in which much was made of the fact that he had smuggled money into Sudan and exchanged it on the black market.

"I probably plumbed the lowest depths of my spirits," Williams says. "I hit rock bottom several times when what appeared to me to be an obvious and just course got derailed and overturned or suspended or postponed, yet again and yet again."

How did this happen? In the summer of 1989, ElKassaby had decided that Williams not only was out to filch her research but had embarked on a campaign to get her thrown out of the country. It was common knowledge that if she were not enrolled in school, ElKassaby would lose her student visa, and the day she came back to the lab to return the data and materials—minus the key assay results—she was handed a note stating that her guidance committee had recommended her termination from the graduate program.

ElKassaby assumed that Williams had arranged her termination. He hadn't. But several days later, a secretary in the pathology department phoned the MSU Office of International Students and Scholars to ask about ElKassaby's visa status—the department was "having some problems" with her, the secretary said—and ElKassaby found out about the call and attributed it to Williams too. Now she was sure he was trying to have her deported.

On August 1, 1989, having appealed her termination and having had the appeal rejected, ElKassaby was, she says, "out on the street." But she was ready for a fight. She'd spent her summer going from associate deans to assistant vice presidents, voicing her suspicion that she'd been fired and flunked out and threatened with deportation because of a plot against her. ElKassaby found her first ally in Carolyn Stieber, MSU's ombudsman. Stieber believed ElKassaby had been wrongfully terminated by advisers who had failed to inform her by letter that her status was in danger. ElKassaby, she says, was a victim—an academically "under-prepared foreign student . . . encouraged to keep enrolling for years so research could be published before the issues of course work and comprehensives were addressed." On what she admitted under questioning was no evidence whatsoever, Stieber decided that Williams must have been trying to "punish" ElKassaby and run her out of the country.

ElKassaby also met with Henry Bredeck and John Cantlon, respectively the assistant vice president and vice president for research and graduate studies, to discuss her allegations. She showed Bredeck correspondence addressed to Williams that she said supported her argument that Williams intended to profit from her work on the radioimmunoassay; she also told them she had an "informant" at Upjohn. It was a seductive story—all over the country, tales about whistleblowers in laboratories were starting to make news—so Bredeck began looking into her claims, found nothing untoward in Williams's ties to Upjohn, and dropped his inquiry. Williams, however, was not informed for several months that he was under investigation.

ElKassaby also told the officials that shortly after going to work in Williams's lab she'd been warned that he destroyed students' lives. A few years earlier, she explained, Williams had fired another female researcher, who then claimed Williams was using grant money from the Sudan project to benefit his private interests. Indeed, in 1985, Williams *had* fired a researcher who had made that accusation. Williams, however, had been the second of at least four faculty members on campus to fire this particular student, who was described by one MSU scientist as "nothing but trouble," "given to falsifying time and effort reports," "devious," and having "a mean streak." Yet another had changed all the locks in his laboratory to keep her out.

ElKassaby found another ally of sorts in Edward Robinson, at the time associate dean at the MSU College of Veterinary Medicine. Robinson didn't believe ElKassaby belonged in graduate school, but he thought "the cleanest way" to amend the situation—as he later testified—was to reinstate her, let her retake her comprehensive exams and flunk them, which he was sure she'd do, and *then* throw her out.

WILLIAMS HAS OFFERED TO RETURN TO MSU A DISTINGUISHED-PROFESSOR AWARD THE SCHOOL GAVE HIM IN 1982.

After meeting with ElKassaby several times, however, Robinson came to believe that she was "very disturbed" and made him feel "unsafe"; he even phoned Williams to tell him that. Williams later telephoned the campus police, who advised him to get a trespass order barring ElKassaby from the lab. Williams posted a sign requesting that building occu-

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pants call the campus police if they spotted her. (A number of people on campus later cited this as still further proof of Williams's malice toward ElKassaby.)

In September 1989, ElKassaby was reinstated to her Ph.D. program.

ONE ADMINISTRATOR WANTED TO REINSTATE ELKASSABY SO SHE COULD FLUNK HER COMPS AGAIN. THEN, HE THOUGHT, THE SCHOOL COULD THROW HER OUT FOR GOOD.

Williams, meanwhile, had still not gotten his data back. He'd written to ElKassaby; he'd spoken to her other advisers; he'd gone on his own round robin of associate deans and assistant vice presidents. One thing complicating his quest was MSU's bizarre organizational structure, in which colleges and departments are split up in order that faculty members in each department may be funded by different colleges or even by more than one college at a time. Faculty may work for two or three colleges; deans of the colleges have little involvement with their own faculty or students, while the department chairs have almost no administrative power at all.

ElKassaby ignored Williams's repeated assurances that if the data were returned, she could copy it and he'd help her with publication. She bristled, she later explained, because everyone seemed to think the data were more important than she. "How can I be a graduate student earning a degree on some work that doesn't belong to me?" she now asks. "It's either my work or it's not my work.

But ElKassaby's troubles were almost at an end, for that month she met the most effective ally she would ever find.

Justin McCormick, an associate dean in the College of Osteopathic Medicine and a member of the departments of microbiology and biochemistry, was a cancer researcher; although he technically had administrative responsibility for Williams, he knew almost nothing about him. Besides being well-respected as a cancer researcher—he brought in $1 million a year in research grants to the university—McCormick was also a priest, although that was a fact he preferred members of the scientific community not find out. Of all the people who eventually took ElKassaby's side, McCormick seems to have felt the keenest sense of outrage at her plight. In both testimony before a scientific-misconduct committee and in interviews, McCormick makes it abundantly clear that he views the affair as a matter of the simplest morality: Williams, the irresponsible scientist, is in the wrong; ElKassaby, the disenfranchised graduate student, is in the right.

McCormick got involved at the behest of Henry Bredeck. Bredeck asked McCormick and a female colleague to discuss with Williams ElKassaby's assertion that she was a whistleblower. McCormick found nothing to support that claim, as he reported afterward to Bredeck, but the tale he heard Williams tell persuaded McCormick that Williams had violated an "implicit obligation, [a] contract between the student and the profes-

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sor," as he later told the scientific-misconduct investigators. In the world of scientific research, he explained, graduate students must perforce work on their advisers' projects. Therefore, professors are duty-bound not to let situations develop that prevent a student from continuing his or her work. "By custom, publications in the area [of science] are jointly done with the professor," McCormick told the panel of investigators. "That's very different than in an area like history or something like that."

McCormick also came away from the meeting believing he had heard Williams say something even more distressing—that he did not require his students and researchers to keep laboratory notebooks. Had this been true, it would have severely undermined Williams's position, invalidating all of the arguments he'd been making concerning the rights of principal investigators and the need to preserve the integrity of data. McCormick, however, appears to have misunderstood Williams; as Williams later explained—and as his students confirm—he does indeed require them to keep notebooks. He just doesn't require them to keep *bound* notebooks, which is what McCormick demands of his students.

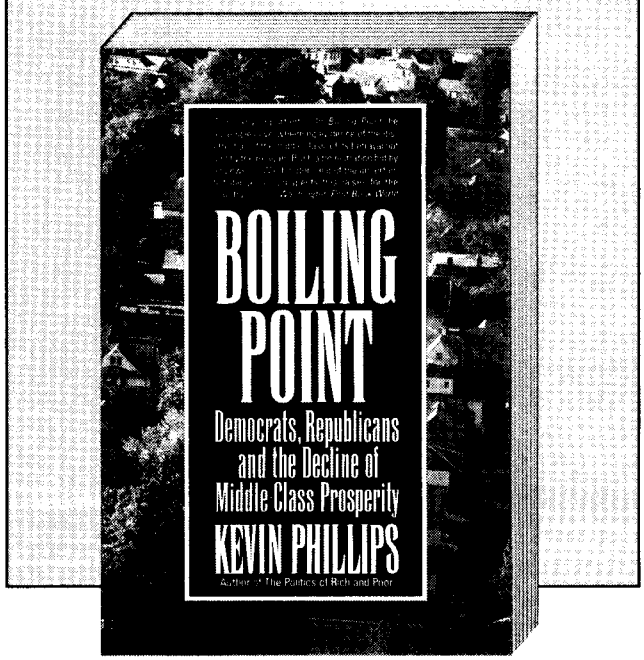
McCormick made a concerted effort to get Williams to help ElKassaby publish papers on the research, and Williams finally agreed to cooperate on two papers, on the condition that as ElKassaby wrote the papers, she would share the data with Williams. He set a December 31, 1989, deadline for seeing a draft of the first of the two papers. In the meantime, however, ElKassaby was scheduled to take her comprehensive exams; she did, failed them yet again, missed Williams's deadline, and did not return the data.

On January 3, 1990, ElKassaby was told that she was terminated from her Ph.D. program once again.

On January 6, Williams finally gave up on MSU and called Washington. According to Williams, Alan Price, an administrator with the Office of Scientific Integrity, the investigative arm of the NIH, informed him that there was nothing Price could do to help Williams get the data back, and that it was worthless anyway. It had been out of Williams's laboratory for so long, OSI said, that Williams could no longer be sure it hadn't been somehow tampered with. He'd have to repeat the entire procedure. Williams agreed that "we [would] do the whole damn thing over." Price added that while withholding data was probably not technically scientific misconduct, if ElKassaby should choose to publish it without him, that would, in Williams's words, "crank it up a big step."

On January 8, Williams wrote to McCormick, explaining that neither he nor his Sudanese collaborators wished to participate in ElKassaby's publication. A month later, Williams and his collaborators wrote to their program directors at NIH, explaining that they were aborting the Sudan project at MSU and handing it over to a scientist at Brigham Young. The scientists cited MSU's failure to force ElKassaby to give the data back as proof that their university could not live up to "the binding assurances provided to the federal granting agency in accepting these research funds" (MSU must vouch for all research conducted under its auspices in order to qualify for grants). Says Williams, "My lab basically shut down."

Is the middle class on the brink of extinction?



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McCormick, however, was still fighting on ElKassaby's behalf, and while Williams was phasing out one of MSU's most prominent research programs, McCormick managed to persuade the pathology department to take ElKassaby back a second time. Rather than get her Ph.D., she'd pursue a second master's degree.

MCCORMICK BELIEVED WILLIAMS HAD VIOLATED AN "IMPLICIT OBLIGATION, [A] CONTRACT" BETWEEN PROFESSOR AND STUDENT.

A new academic committee was established to oversee ElKassaby's work and help her publish. It was led by McCormick and included two veterinary pathologists who knew nothing of the entire affair. They later testified they didn't know that the data ElKassaby would be publishing were the data that Williams had been trying to get back for ten months—McCormick never saw fit to tell them. Nor did anyone at MSU's office of research and graduate studies worry about the fact that of ElKassaby's three new advisers, none had any experience in tropical or parasitic diseases or, for the most part, with drug studies.

ElKassaby's new guidance committee met for the first and only time in early May 1990. ElKassaby showed them a research report from her guidance–committee meeting of a year earlier, in which Williams had apparently agreed that the data was enough for a research paper. (Williams later testified that all they could have been shown were a research proposal and "some tables of data," adding, "This [material] in no way represents a publication.") The committee then wrote to Williams's Upjohn collaborators, asking if they would like to be co-authors on the paper. The Upjohn scientists refused. In mid-June, the committee members wrote to Williams, explaining that ElKassaby would produce two manuscripts and that "in their preparation all data will become available to you." Williams replied to the offer in a memo that one of the pathologists on the committee, Adalbert Koestner, described as "very threatening." It warned them that if they persisted in taking part in "this appropriation of data," Williams would hold them responsible. Koestner was, he said, "astonished that I would receive such an answer to a very amicable letter."

Koestner sought advice from John Cantlon, the vice president for research, and Cantlon replied that he fully supported the efforts of ElKassaby's guidance committee and sent him a memo for the record. "Publication of research results that have been reviewed by the Guidance Committee," Cantlon wrote, "is the normal expectation from graduate student research. Joint authorship with collaborating faculty is common but certainly not mandatory."

In June 1990, McCormick helped ElKassaby submit the paper to a publication based in Germany, *Tropical Medicine and Parasitology,* with ElKassaby as sole author. McCormick added a cover letter, explaining that ElKassaby had "carried out the

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research described in the enclosed paper as part of her graduate degree requirements" but had had a falling out with her adviser. "This did not involve the integrity of the data which has *never* been in question," he wrote; he suggested "that reviewers be chosen who are not associated with Michigan State University to provide an objective critique." The journal editor accepted the article and ran it without review. Later, after Williams wrote him to complain, he replied that he had not wanted to accept the paper, "because of the poor quality of the manuscript"—a review two years later turned up scores of factual errors, including one in the title—but that the manuscript had been "accepted as a favor to a young research worker." McCormick's letter was "considered to be sufficient to publish the results." The editor went on to explain that, actually, he hadn't meant to publish it without review at all; a secretary had inadvertently sent out a letter of acceptance rather than a letter acknowledging receipt.

McCormick himself later admitted in testimony that he knew the paper was scientifically dubious but that that was beside the point. The point was to have the university discharge its moral duty to ElKassaby. The paper, he said, was "a very short, undistinguished paper." He added, "That's the shame of it in some ways. If this was important data referring to important scientific problems, it would be worth fighting over."

In August, with the paper safely accepted for publication, John Cantlon asked McCormick to ask ElKassaby one more time for the data, gone now fifteen months from Williams's lab. McCormick did so, and she promptly brought him the data. "It arrived in my office, this pile of loose sheets of paper," said McCormick. "I had no idea whether that was the whole data set, half the data, or what it was." McCormick put the data on his shelf, called Cantlon's office for instruction on what to do next, and figured he'd get a call back any day. Cantlon never called back. McCormick saw no need to tell Williams he had the data, later defending that decision with what Williams came to call, with an increasing penchant for hyperbole, the Nuremberg defense: "I had acted on behalf of central administration," McCormick told investigators, "and I was quite sure they were competent to proceed with what they were doing."

Later that month, Cantlon retired. He was replaced by Percy Pierre, a former president of Prairie View A&M in Texas and a former assistant secretary of the U.S. Army. Cantlon apparently never mentioned to Pierre that McCormick had the data, because Pierre testified that he wasn't told until early October, by which time eleven MSU administrators and professors knew it, including the university's president, its provost, and various vice presidents and deans. None of them, however, chose to tell Williams.

THE JOURNAL EDITOR SAYS HE PUBLISHED ELKASSABY'S PAPER BY MISTAKE—A SECRETARY INADVERTENTLY SENT OUT A LETTER OF ACCEPTANCE.

Three months later, Williams finally heard through the academic grapevine that ElKassaby's paper had been submitted, with ElKassaby as sole author. He filed charges of scientific misconduct against ElKassaby for withholding

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data, and against both ElKassaby and the three members of her guidance committee for plagiarism.

One month after that, a campus security officer happened to mention to Williams that McCormick had the data. The next week Williams filed a grievance against McCormick, and the week after that, Pierre suggested that McCormick give the data back, which he did four days before Christmas, almost nineteen months after ElKassaby had made off with it.

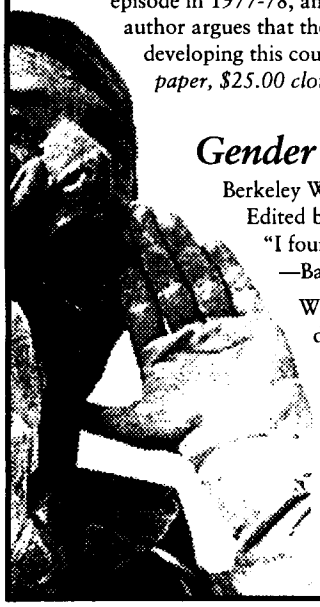
Once Williams filed scientific-misconduct charges, the U.S. Public Health Service (PHS) asked Pierre to conduct an internal inquiry. He did, thus setting in motion a series of bureaucratic events so odd they nearly eclipse the weirdness of events that preceded them. The pharmacology professor chosen to hear testimony, Clifford Welsch, was one of McCormick's best friends. He nonetheless concluded "without doubt and without hesitation" that scientific misconduct had been committed. In fact, Welsch was so astounded by the behavior of ElKassaby's second guidance committee that he went to McCormick and asked him to go to the journal's editor and try to pull the piece before the journal went to press. That wasn't possible, McCormick replied. Besides, McCormick assured his friend, he was acting on advice from his superiors.

IT NEVER OCCURRED TO ANYONE TO LET WILLIAMS KNOW THAT THE DATA HAD IN FACT BEEN RETURNED.

Pierre deemed Welsch's report unsatisfactory, and asked the committee to rewrite it. Though in charge of the testimony, Welsch was not in charge of the investigation; another dean higher up in the hierarchy was, and one week later, that other dean submitted an amended report. It stated that while ElKassaby may have committed misconduct—an act that should be punished by MSU, not by the PHS—the faculty members who advised her had not. Pierre found this report satisfactory.

When Suzanne Hadley, acting director of the Office of Scientific Integrity at the PHS, received Pierre's report, she decided that OSI should not only launch its own investigation into the misconduct charges, it should look into MSU's handling of the inquiry as well. Pierre, however, argued with OSI for six months, at which point Hadley left and a new investigator, Clyde Watkins, took over the case. Watkins agreed to let MSU handle the second round of investigations—including the inquiry into itself.

Pierre hired attorney Barbara Mishkin, a nationally known scientific-misconduct expert, to organize the investigations. She convened a panel of experts, and more than one year, ninety hours of testimony, 750 documents, and $300,000 later, the panel found ElKassaby guilty of scientific misconduct—for holding on to the data and refusing to allow other scientists on the project to review them, as well as for publishing—and recommended she be expelled. As far as the charge of plagiarism went, however, ElKassaby's guilt was mitigated by the involvement of McCormick and the two other professors, who had advised her. The report recommended a formal investigation to weigh the potential misconduct of



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ElKassaby's guidance committee.

The report issued by the Mishkin committee went on to trounce just about every administrator who had ever gotten involved with ElKassaby's case. It condemned MSU for everything from lacking any "demonstrable understanding of the standards and traditions of biomedical science," to "neglect of evidence, unfounded assumptions, and attribution of malice [to Williams]," to "failure to comply with federal regulations" and "failure to honor MSU rules." Mishkin's investigators concurred with one of Williams's central points: It is essential, they said, that a laboratory director "assume absolute responsibility for the validity of all communicated information from his or her laboratory." The investigators seemed most dismayed about the administration's cavalier attitude toward publishing a scientific paper, especially one that might affect the medical treatment of millions of people. "The record shows," the report said, "that those who made decisions about publication of this paper failed to appreciate the fact that more was at stake than the rights of a graduate student."

THE OFFICE OF SCIENTIFIC INTEGRITY AGREED TO LET MSU INVESTIGATE ITSELF.

The report placed much of the blame on Cantlon and Pierre. Perhaps the most intriguing thing the Mishkin report turned up was the bit of pseudolegal reasoning Cantlon put forward to explain why the university believed ElKassaby had the right to publish. In the sciences, unlike in the humanities, the close collaboration underlying research requires a scientist to obtain permission from collaborators before publishing—and many intellectual property experts consider getting the go-ahead from a project's principal investigator the most important step of all. Cantlon, however, completely discounted Williams's role. According to the report, he twisted a rule about scientific publication meant to ensure that private companies couldn't quash research, even if releasing it would result in proprietary information becoming available to the public, into a rule guaranteeing that a student had the absolute right to publish, her adviser's objections notwithstanding. Cantlon's contorted interpretation was untenable, the investigators concluded; otherwise, "students would have an unfettered right to publish (and by extension, possibly an equally unfettered right to a Ph.D.) which would defeat any claim by the university that a Ph.D. signifies attainment of certain standards of intellectual achievement and critical output."

The Mishkin panel recommended that the report "be made public in its entirety, as a first step toward the resolution and healing which cannot occur if secrecy is maintained." But MSU refused to release it, explaining to curious journalists that it could not do so because ElKassaby was still able to appeal the Mishkin report's conclusions. (A brief story did appear in the January 29, 1993, issue of *Science*—but only because a copy of the report was leaked.) MSU's president appealed to Watkins at what was now called the Office of Research Integrity, requesting leniency for MSU and all involved. In a puzzling twist of logic, ORI decided that the guilty verdict against ElKassaby should stand, even though she had acted on the advice of her second guidance committee, but that the members of her guidance committee should not be investigated *because* they had acted on the advice of university officials. ElKassaby appealed the ruling; Williams deemed it par for the course. "When I called Clyde [Watkins], he said 'Of course there's no need for an investigation, because these people showed no evidence of malice.' I said, 'That's interesting. I had no idea that I was required to show they acted with malice. Where does it say that?' That's when I got what I call the Clyde Shuffle: 'They were misdirected, it wasn't

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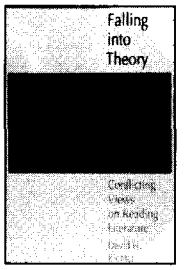

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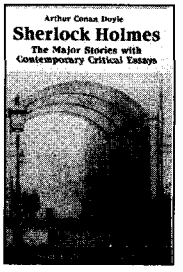

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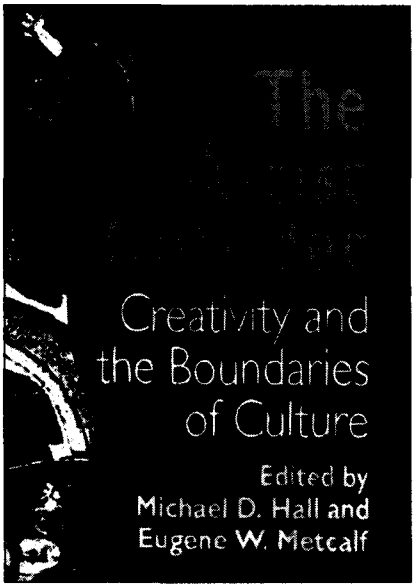

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their fault.' I said, 'So whose fault was it?' and he said 'It's nobody's fault. It's just an unfortunate circumstance. These things happen.'" Watkins, who left his post a year later, after being accused by a co-worker of sexual harassment, has declined to comment. (The sexual harassment charge is still being investigated.)

THE INVESTIGATORS SEEMED MOST DISMAYED ABOUT THE ADMINISTRATION'S CAVALIER ATTITUDE TOWARD PUBLISHING A SCIENTIFIC PAPER, ESPECIALLY ONE THAT MIGHT AFFECT THE MEDICAL TREATMENT OF MILLIONS.

Meanwhile, the MSU administration commissioned a review of its policies on intellectual integrity and intellectual property. After extensive study, the review panel concluded that university policies as they were written were not bad—they essentially backed up Williams's stand in defense of the rights of principal investigators—but that nobody seemed to follow them. The panel echoed virtually every other position taken by Williams and the Mishkin report, and Pierre, as research vice president, was then appointed to implement the findings of the report. "Like having the fox guard the chickens," Williams remarks.

In January of this year, a judge in Lansing threw Williams's lawsuit out of federal court on the grounds that since MSU administrators were state employees, their actions were protected under federal law. Williams promptly refiled the case in state court.

This past February, ORI dropped the remaining charges of scientific misconduct against ElKassaby. According to an MSU press release, in considering her case, the appeals board redefined the concept of scientific misconduct and decided that "her actions, while improper, could not be classified" as such. The missing link in the logical chain was once again malice: In the absence of any proof of it, what ElKassaby had done was deemed "self-protective" and an "honest error in judgment." In the end, ElKassaby was never expelled. She remains a student at MSU, working in McCormick's lab and drawing a salary from the university.

Was the administration truly unable to retrieve the data all those years? Was it, during what Cantlon euphemistically described to Mishkin's committee as the "negotiating process," really so hapless that it never found a way to *force* her to give them back? The simple answer is that no one ever really tried. As Robinson put it, "the operation of this university is based almost entirely on good will and on the assumption of collegial behavior. When that breaks down . . . the university has so many procedures to protect the aggrieved parties that it becomes mired in bureaucracy." It was a system, said one of the Mishkin investigators, in which "everything is somebody else's responsibility."

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The breakdown of due process opened the door to other forces—not all in themselves abhorrent. As the Mishkin report stated, "Ms. ElKassaby, of all those caught up in the situation, was the party with the least institutional power." This fact alone appears to have stimulated a kind of automatic pity reflex. Steiber and McCormick, to give two examples, both seem to have operated on the unchallenged assumption that this distraught, slightly pathetic woman, was a victim.

"I KEPT LIGHTING FIRES," SAYS WILLIAMS. "I KEPT GOING BACK AROUND TO THE RULES, AND THEN WHEN [MSU] BROKE THE RULES, I'D FILE ANOTHER CHARGE FOR BREAKING THE RULES."

Some people may have been motivated, consciously or unconsciously, by petty office politics. Tim Geary, the Upjohn scientist, believes the entire story played out as it did because Williams had put together the Sudan project entirely independently of the university, and administrators begrudged him his autonomy. "He did not play social, political games at MSU," Geary says. "He is a serious scholar in a place where there aren't that many."

There is one other possible explanation for MSU's behavior, and it may be the crucial one. "I thought there would always be a fear of a lawsuit," McCormick says. Indeed, ElKassaby had a history of being litigious. She'd filed a civil-rights suit in 1988 against the management of a building from which she'd been evicted. The apartment was designed to be shared by four people, and though an agency had placed eight female roommates with her in a period of three years, all of them complained they couldn't live with her and moved out. ElKassaby claimed the management company had discriminated against her because she was a Muslim. (The judge ruled against her.) In 1990, ElKassaby proved that apprehensiveness about the possibility of a lawsuit against MSU was well founded when, in a meeting with her, the three professors on her second guidance committee discovered—as the minutes of the meeting record it—that she was "taping the conversation without the knowledge of the faculty members present."

And yet, in a way, the entire episode may still boil down to what such incidents so often boil down to—what sixteen MSU faculty sympathetic to Williams called, in advertisements they took out in the local paper, "the arrogance of power." As both the faculty and the Mishkin panel pointed out, administrators formulated their own slightly demonized view of Williams and then never bothered to check it against the facts. No university official ever tried to interview Williams's colleagues and collaborators. No one replied when Williams's collaborators wrote to protest his treatment—sometimes from as far away as Khartoum. Indeed, the Mishkin report observed, "the arguments of those who supported Professor Williams were largely dismissed either on the grounds that their support stemmed from friendship . . . or from misinformation provided by Professor Williams." No one bothered to look at his record—except, as when Bredeck did so, in an underhanded fashion.

Williams, for his part, has begun to take a perverse pride in being the object of so much administrative ill will. "I don't think anybody else involved in misconduct has [been] systematically ground down though judiciary channels relating to academic integrity" the way he was, he says. "I filed complaints, and by the end of '91, [MSU] had choked off every one of them, every damn one of them. . . . I kept lighting fires, kept going back around to the rules, and then when [MSU] broke the rules I'd file another charge for breaking the rules. That would piss them off more. By the end of '91, I had filed grievances against eight administrators, four faculty members, and a student, all charged with multiple violations of university rules and federal violations. Each one of those was stomped on. I managed to get one through a hearing, the faculty voted unanimously in my favor, and the dean overturned it. An arbitrary reversal of a faculty panel. I appealed it. The appeal is supposed to be heard within fourteen days. It wasn't heard for six months."

In one of the faculty advertisements published this February—it was titled THE ARROGANCE OF POWER II—the following passage appears. It is taken directly from the transcript of the Mishkin inquiry:

> Q (C. K. Gunsalus, one of Mishkin's investigators): Your administration will undertake reviews or investigations of members of your faculty without their being informed of that fact?
>
> A (Henry Bredeck): I believe that's very possible. I believe it happened in this case. I don't know if Jeff [Williams] was ever advised of this.
>
> Q: Do you consider that proper and appropriate?
>
> A: Personal opinion? Yes.
>
> Q: Can you tell me why?
>
> A: I don't know. Why not? I guess in an analogy, I don't think J. Edgar Hoover, for example, ever advised everybody he was investigating that they were being investigated.
>
> Q: But he, J. Edgar Hoover, wasn't running a university.

Gary Taubes is the author of Bad Science: The Short Life and Weird Times of Cold Fusion *(Random House, 1993). His most recent article for* Lingua Franca, *"Fraudbusters: The Rise and Spectacular Fall of Walter Stewart and Ned Feder, Scientific-Misconduct Investigators," appeared in the September/October 1993 issue.*

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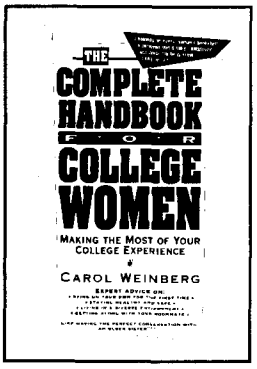

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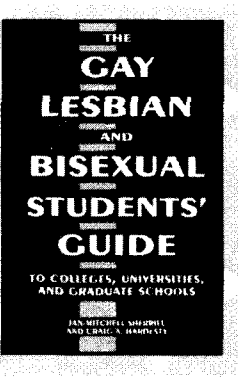

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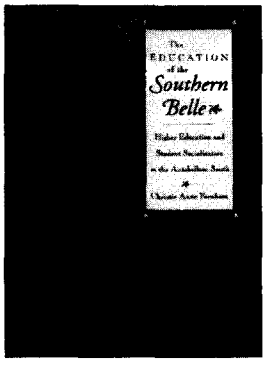

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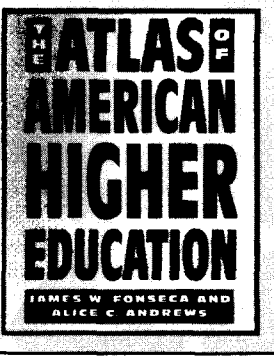

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IT'S Charles Schwartz THAT kvetches for justice at the GUY University of California AGAIN

In the well of the auditorium in San Francisco the University of California board of regents' finance committee is nearing the end of its deliberations, and from row L a short, slight, white-haired guy named Charles Schwartz is hurrying to the microphone to claim his three minutes of public comment. Schwartz—Berkeley professor emeritus of physics and gadfly extraordinaire—launches, in his Brooklyn accent, into a philosophical and technical critique of UC president Jack W. Peltason's proposal to increase the salary UC's medical professors are paid under the Medical School Clinical Compensation Plan (MSCCP). Their base pay is already, on average, 38 percent higher than that of other professors, Schwartz points out. Faculty members covered by the MSCCP earn an average of $125,000 a year, and many of them double or triple their salary with fees from their clinical practices; fifty-one professor-physicians at UCLA earn an average of more than $550,000. So why is an increase in base pay needed? How much will it cost the university? And how, if he might be so bold, will that increase be funded?

Instinctively, UC's vice president for health affairs, Cornelius Hopper, starts to respond but, not wanting to legitimize Schwartz with anything resembling a dialogue, finance committee chair William T. Bagley—a corporate lawyer and former Republican state legislator—interjects.

BAGLEY: I am going to make a ruling, sir. This is not a cross-examination session. You have two minutes left to speak, period.

SCHWARTZ: I shall speak—

BAGLEY: Period!

SCHWARTZ: It appears to me that base pay will go up, and the question is, Where will the money come from?

HOPPER: From earnings, sir.

BAGLEY: No, period.

SCHWARTZ: Thank you for saying that. I thought you said it would come from earnings. However, if you

read on page 9—

HOPPER: Mr. Chairman—

BAGLEY: No, no! Minute and a half left, sir.

Schwartz: Well, I can stand here and we can be silly. But colloquy is what a university is based on.

BAGLEY: You're out of order! You're out of order! You're out of order!

SCHWARTZ: No, *you're* out of order.

BAGLEY: I'll take that under advisement when you're in charge. You're out of order!

Schwartz leaves the microphone and retreats to row L. Bagley starts to move the agenda—until a fellow regent reminds him that he forgot to call for the vote on the MSCCP salary increase. To nobody's surprise, the votes are unanimously in favor of it.

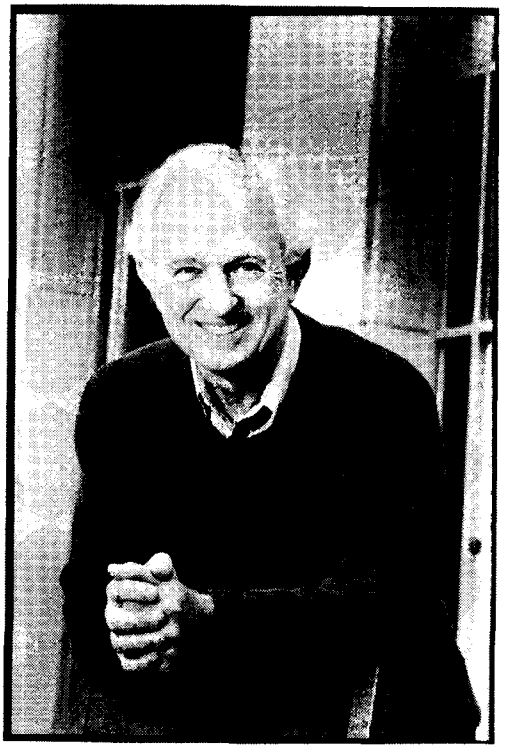

PHOTO BY PEG SKORPINSKI

by Irvin Muchnick

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IT'S THAT GUY AGAIN

Schwartz spent a long time preparing for his MSCCP speech, but he is not unduly bothered by its non-effect on the vote. He is used to failure. Since he made it his vocation to annoy the board of regents, Schwartz has reconciled himself to the role of fool in the service of educational justice. The important thing is that the salary increase proposal gave him the opportunity to touch on some of his broader themes: the tension between private profit and public service; shell-game definitions of "restricted" funds; and the tendency of the regents to rubber-stamp whatever the administration puts before them without studying the boldface type, much less the fine print.

The UC library school is accepting no new graduate students, and Berkeley, astonishingly, has axed introductory Spanish.

For more than a year Schwartz has devoted himself to mastering the intricacies of the University of California's annual budget, which at $9.4 billion is larger than that of half of America's states and all but forty-nine Fortune 500 companies. Every month or so Schwartz distills his findings into reports, which he distributes via mail and e-mail to more than 250 UC officials and faculty, public officials, and opinion-makers throughout the state. The reports are based on Schwartz's analyses of policy statements, budgets, and various accounting documents—Schwartz, unlike many self-styled troublemakers, knows his numbers. Three years ago he circulated a paper on the personal finances and political connections of the eighteen governor-appointed regents, and he recently began attending almost every one of the board's monthly meetings. The regents do their best to ignore him.

Schwartz gets under people's skin in the UC administration as well; every now and again President Peltason feels compelled to release a white paper in response to Schwartz's latest charges of book cooking. At Berkeley, neither Chancellor Chang-Lin Tien nor Vice Chancellor John L. Heilbron would consent to be interviewed for this article, and a representative from Peltason's office missed an interview appointment and did not respond to attempts to reschedule (Peltason is president of the whole university; each UC campus is headed by a chancellor).

By Schwartz's standards, the fracas at the November 1993 regents' meeting was tame stuff. The January before, when regent Roy Brophy cut off Schwartz's microphone during a lecture on administrative bloat at a regents' meeting on the UCLA campus, Schwartz pulled a plastic whistle out of his pocket and let loose a wild, muckraker's trill. ("Every teacher needs certain gimmicks when the attention of his students is drifting," Schwartz says dryly.) Two months later, at a meeting in Riverside, the board voted to jack up state-resident student fees by a staggering 36 percent—based on documentation supplied by the office of the president on one week's notice. (That increase was later reduced to 22 percent.) That time Schwartz rose to speak without permission, and then board chairwoman Meredith Khachigian signaled campus police to eject him. Grasping the back of a seat to buy precious extra seconds of political theater, he shouted, "Students are getting screwed!" as the gendarmes dragged him away.

Schwartz was listening to the rest of the Riverside session on a public-address hookup outside the building when Hank Rosenfeld, the campus police chief, walked up and introduced himself. "We appreciate what you're doing," the chief said.

What Schwartz is doing is giving voice to inchoate stirrings of populist outrage over what a lot of people fear will be the dissolution of a model of academic excellence and universal access that was once the envy of the world. Thirty-four years ago, in an era of seemingly limitless growth, when the state paid for more than half of UC's annual expenditures, state legislators and education leaders issued a widely admired set of policy documents that came to be known as the California Master Plan for Higher Education. At the heart of the plan was a promise that anyone who finished in the top 12-1/2 percent of the state high school system could go to the University of California. These days, both university and state officials talk openly about going back on that promise, which was once thought to be essential to the mission of the university.

Over the last four years resident-student fees have doubled. Undergraduate resident fees for the 1994–95 academic year will rise by $620, or 17 percent (while the professional schools phase in additional $2,000 surcharges), and no end is in sight to planned annual hikes of $600 or more. Faculty and staff, meanwhile, have seen cost-of-living salary adjustments frozen. For this academic year, they've also been forced to accept a 3-1/2 percent salary rollback, slated to be reimbursed at retirement, as well as reductions in health care and other benefits. More than 10,000 of them have accepted early retirement inducements.

The university has replaced only slightly more than half the retirees (whose buy-outs are financed through the pension fund, which itself may soon become insolvent at this rate), and thereby has reduced its already oversubscribed course offerings by roughly a tenth, cut into the muscle of some of the university's most prestigious departments, and eliminated others completely. At Berkeley, astonishingly, introductory Spanish has been axed—students who want to take it must now enroll through the adult extension school—and the dramatic arts program has been put on the critical list. The UC library school have been forbidden to accept new graduate students, and the library itself, once the

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best of its kind in the nation, has suspended acquisitions of many new imprints.

With the reduction of state subsidies for undergraduate instruction, enrollment on all the campuses has recently been falling, but demographers predict that by 2010 there will be 800,000 students of college age in the state. Assuming approximately 80,000 of those will be eligible and want to attend the university of California, three new campuses will be needed to accommodate them; but plans for the only new campus on the horizon, in the Central Valley, are hostage to the fiscal crisis. It's hard to wedge undergraduates into the university, and it's just as hard to get them out: In order to pay higher fees, many of them have to take fewer courses so they can work longer hours at part-time jobs. Even students with the money and time to take on a full load often find it so difficult to get into required courses, they don't graduate in four years anyway. Nobody who knows anything about the system has to ask why Californians make up a full quarter of the class of '97 at the University of Oregon.

To some extent UC's financial troubles derive from crises beyond its control. Ever since 1978, when voters slashed property taxes by passing Proposition 13, California has been systematically reversing a generation's worth of investment in its public institutions. During the state's recession of the last three years, legislative appropriations to UC have plunged by $30 million, $227 million, and $88 million, respectively. But Schwartz believes the range of budget choices is being further constricted by university administrators who play fast and loose with the facts and refuse to put everything on the table. However low state appropriations sink, the university always seems to have enough money to overpay the wrong people.

According to Schwartz's budget analysis, university spending on lawyers has been growing at three times the rate of spending on instruction. Schwartz believes that executive salaries are obscenely high and that the central administration's annual expenditures (even after correcting for such wild cards as the heavy demands of federal regulation) are $200 million to $300 million a year more than they should be. Schwartz thinks the regents should hire outside management experts to pinpoint inefficiencies.

UC claims that its executive salaries already lag behind those of a national comparison group, and that the administration has suffered a disproportionate share of the university's financial pain. Peltason says administrative budgets for the campus and the office of the president were cut by 20 percent over the last three years, and more cuts are coming. Schwartz says Peltason is lying—that, in fact, during those same three years expenditures for all upper-level administrators increased by 7 percent.

According to Larry L. Leslie, director of the Center for the Study of Higher Education at the University of Arizona, the kind of financial priorities Schwartz is talking about are all too common: In the 1980s, nationwide expenditures for presidents, deans, and their staffs grew 26 percent faster than instructional budgets. Equal Employment Opportunity Commission data from 1975 to 1985 show a growth of 6 percent in full-time faculty; 18 percent in "executive, administrative and managerial employees"; and 61 percent in "other professionals." Against this background, the fact that the number of faculty at UCLA fell 6.8 percent from 1977 to 1987 as the number of administrators rose by 35.8 percent seems depressingly normal. "The way research universities siphoned money out of instruction into administration and support categories verges on a national scandal," says Leslie.

Schwartz thinks that, especially in times of financial crisis like the present, the university should milk its highly profitable teaching hospitals and other peripheral enterprises. The university points out that with healthcare reform looming, the hospitals themselves may need to be bailed out in the near future, so they should hold on tight to current surpluses.

One of Schwartz's major campaigns to date is his drive to put before California voters a constitutional amendment for the popular election of university regents. At the moment, eighteen of the twenty-six regents are appointed by the governor and serve twelve-year terms (five ex officio board members are state officials, including the president of UC; two are officers of the alumni association; and one is a student). Schwartz thinks that if the board were accountable to the electorate it would be forced to examine more closely the proposals handed to it by the administration and would be more receptive to the concerns of the common Californian. He thinks it's ridiculous, for example, that the business of what is essentially progressive taxation—jacking up fees for students who can afford them to fund financial aid for those who can't—is left in the hands of regents who are for the most part fat-cat political appointees. According to Schwartz's 1991 study of the backgrounds of the eighteen governor-appointed regents, the average regent has a net worth of more than $700,000 and serves on four corporate boards. "Modest reforms have been tried, and they failed," he says. "Now we need to try something that goes deeper. Don't be afraid of democracy."

However low state appropriations sink, UC always seems to have enough money to overpay the wrong people.

This is one crusade in which Schwartz has a fair amount of support: Last fall, a group of about a hundred statewide volunteers who call themselves the Committee for a Responsible University began a campaign to get regent reform on the November 1994 ballot. As of the first of this year, though, according to organizer Don Nicodemus, the committee had obtained only "in the low tens of thousands" of the 616,000 petition signa-

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tures that must be collected by the end of March, so getting the question on the ballot seems unlikely.

Schwartz can get loud when strategy dictates, but for the most part he presents himself with the eerie calm of a true fanatic. He is engaged and intense in argument or conversation, but he is not warm. When you meet him at his office he doesn't greet you with a handshake or offer you something to drink. His spartan room on the fourth floor of Birge Hall contains only a cheap swivel chair (his own), a desk, a couple more hard, armless chairs, a bookcase, and lots of papers piled on long tables against the wall. The only decorations are the framed original of the letter of censure former Berkeley Chancellor Roger Heyns sent him in 1970, and a yellowed newspaper clipping, taped to the side of a file cabinet, about Schwartz's arrest at a sit-in at the UC president's office.

Although he was born in Brooklyn in the 1930s Schwartz was no red-diaper baby, and his family moved to the Connecticut suburbs by the time he was ten. Schwartz's father, a Russian immigrant, worked as a news photographer before inventing and successfully marketing two breakthrough gadgets for modern cameras: the lens-coupled range finder and the flash synchronizer. Schwartz earned his bachelor's and doctoral degrees at MIT, moved to California to do research at Stanford in 1956, and joined the Berkeley Department of Physics three years later. "I'm kind of a sloppy general theoretical physicist," is how Schwartz describes his specialty. "Quantum theory. Computer models." Schwartz says that in his early days at Berkeley he was just "an academic know-nothing; a liberal by osmosis." In the mid-1960s, while Mario Savio's Free Speech Movement was flowering in Sproul Plaza, he was toting up votes as a member of the faculty senate elections committee.

Schwartz was moving up in the ranks and the campus was in the midst of antiwar and civil rights ferment when, he says, "something clicked." Schwartz connects this click to the 1966 death of his brother, a flight instructor, in a plane crash: "I started responding to the things around me, like politics, and thinking hard about the ideals of science versus the reality of science, and war and the university, and so forth. And the students provided a pull. You start out as a teacher, and if you're good at it you begin to learn from others." Another factor, he readily acknowledges, was his awareness of his limits as a physicist. "I figured out I wasn't going to be another Einstein. I've never been up there in the great exciting forefront—some of my work could well be called backwater stuff. Among the faculty at Berkeley, I probably rank in the bottom half, maybe the bottom quarter, at least in terms of prevailing reputational standards."

For whatever reason, once he had seen the light, Schwartz the activist began acting almost immediately. In 1971 he was arrested for blocking the entrance to a local draft board office. He promoted affirmative action in the faculty senate. He became an outspoken, often confrontational, spokesperson for social responsibility in science: He cofounded the organization Science for the People; he put the Vietnam debate on the agenda of the American Physical Society; and he annoyed his colleagues with aggressive, name-naming investigations of Pentagon influence and corporate conflicts of interest in research. At home, Schwartz had his earliest battles with the board of regents over the university's longstanding contracts with the federal government to manage nuclear weapons laboratories in Livermore, California, and Los Alamos, New Mexico.

Schwartz asked his students to pledge to use scientific knowledge for "the general enhancement of life."

In 1970 (the same year he was fired from a summer appointment at Lawrence Berkeley Laboratory for staging lunch-hour political seminars) Schwartz announced to the students in one of his courses that, as a matter of conscience, he would ask them to adopt or at least think about the principles he had laid out in a document that he had modeled on the Hippocratic oath. The text (pledging to use scientific knowledge for "the general enhancement of life") was relatively innocuous; "something I felt Edward Teller could subscribe to just as easily as I could," says Schwartz. But on a campus where the wounds of the McCarthyite loyalty oaths of the 1950s were still fresh, the oath set off a furor that culminated in the letter of censure from the chancellor. Schwartz never retracted his position on the oath, but he let the matter drop.

In 1985 Schwartz informed his department that he would no longer teach most regular physics classes because he didn't want to train anyone who might become involved in the development of new weapons systems. A subsequent *Los Angeles Times* report on the politics of big science described him as "a highly regarded physicist [whose] activities outside the laboratory have made him an object of scorn in some quarters." In the large Berkeley physics department, which had enough faculty to fill in the gaps of more traditional pedagogy, he was, for the most part, indulged by a succession of chairmen who recognized that the costs of turning Schwartz into a cause célèbre outweighed any possible benefits from muzzling him.

Meanwhile, in the conservative climate of the Reagan-Bush years, Schwartz began to look less like a brave crusader and more like a Sixties throwback who just couldn't get with the program. One professor told the *Daily Californian*, the Berkeley student newspaper, that he was sick and tired of "Charlie Schwartz and his wretched little causes." In the 1980s Schwartz lost a lot of what had been a small but solid undergraduate following, and enrollment in the social responsibility courses he had been teaching since 1975 began

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to decline. These courses featured, in his words, "readings of left-wing journalism along with my own rambling anecdotal lectures." Finally, in 1990, with the Berlin wall down and the Cold War over, Schwartz decided to resume regular teaching.

The main problem with Schwartz as a crusader—though not one he would necessarily see as a problem—is his failure to attract support for his causes. Schwartz can be a great guerrilla thespian, but he's bad at personal relations and coalition building. Staff union leaders got irritated with him last year when one of his "alternative budgets" included a proposal for faculty raises but none for the staff ("I represent a certain class of privileged professors, because that's what I am," says Schwartz). Fellow activists say he can be cutting in his remarks about people who should be his natural allies, like students (Schwartz told me he often finds the student presentations at the regents meetings "sophomoric, but they have the right to do it their way"). Schwartz usually fights his battles alone—he writes letters, he stages solo sit-ins, he goes on hunger strikes. "Clearly much of what I have done over the years has offended many of my colleagues," Schwartz shrugs, "but collegiality really means conformity—that means boat-rockers are not welcome in the academic family."

When David Gardner announced his retirement from the UC presidency in the fall of 1991, some of that changed. A few months before Gardner left, details emerged of a deal he had made with the board of regents that would allow him to collect at least $932,000, and by some estimates almost $3 million, in retirement benefits. Gardner's name soon became synonymous with corporate greed and executive excess, and suddenly Schwartz and his crusades against the big guys didn't look so crazy anymore. But Schwartz seems as unmoved by this development as he was by decades of marginalization. "I don't know how much the times have changed and how much I've changed," he says. "I take great joy in my work, even though I know it has been and mostly will be failures. I act out, I act through what I believe in. This makes for a life that has some purpose to it."

Schwartz's open hostility toward the regents has naturally made him less than popular with the board. "There is no anger," Bagley says of his refusal to let Schwartz interrogate Hopper at the November meeting, "but I can't let this guy filibuster. We accord people the right to speak, but it's not written anywhere that they have the right to cross-examine. There are always people who attach themselves to government entities who don't follow the process but still insist on being involved. I used to be in the state legislature, and we had a little old lady who always used to show up at the Transportation Committee hearings and carry on. It's the same kind of thing. Certainly there's discontent in today's California, but Schwartz is not the leader of a pack, because I've never seen the pack. Charlie Schwartz represents Charlie Schwartz, and I guess he's having fun."

Though Bagley's is the majority opinion on the board of regents, Schwartz has his admirers even there.

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IT'S THAT GUY AGAIN

Senior regent Glenn Campbell, on the board for twenty-six years and an occasional dissenter from this and other of the regents' majority opinions, doesn't think Schwartz can be easily dismissed: "The encouraging thing about Charlie is that obviously the administration considers him a pain in the you-know-what." Darby Morrisroe, the board's student representative, says Schwartz "plays a pretty powerful role in the university. He's listened to a lot more than he thinks, though there's a disdain for his methods and what is perceived as his oversimplification. President Peltason's one-paragraph dismissals of Professor Schwartz's reports have been inadequate, and everyone knows it." Even former Berkeley chancellor Ira Michael Heyman says Schwartz has been "a necessary person to the left of some of us." But Heyman adds: "He's lucky to be in an academic setting. If he were in the federal bureaucracy, he'd end up on Kodiak Island."

"President Peltason's one-paragraph dismissals of Schwartz's reports have been inadequate, and everyone knows it."

Last year, Schwartz took a $55,000-a-year early retirement buyout, which, combined with Social Security, has yielded what he describes as "a very generous pension setup," and has enabled him to pursue his battles with the regents full time. The irony isn't lost on him as he pores over obscure university financial schedules and accountants' spreadsheets, culled from the cobwebbed corners of university archives, in what is still his office in the shadow of the Campanile Tower. But he considers his budget research nothing less than the project of a lifetime, "combining politics in a wonderful way with all kinds of objective data that no one has ever bothered to analyze before. The issues are so ripe, and they're just waiting to be jumped on. It's like so many lucky strokes in research when you find yourself jumping into a pool of gold, and all you have to do is immerse yourself and start tossing out nuggets."

On January 20, three days after the Northridge earthquake, Schwartz was back in San Francisco to watch a joint meeting of the regents' committees on educational policy and finance pass what was listed on the agenda as "a new long-term student fee and financial aid policy." Under this policy, adapted from a proposal by the California Postsecondary Education Commission, fees have for the first time been pegged to the so-called cost of instruction—and thus have been condemned to rise dramatically for years to come. The president's office calculates the cost of instruction as $12,000 per undergraduate—a total that includes faculty salaries and overhead. Schwartz, citing the relatively small amount of time professors at research universities spend on their students, believes the figure should be closer to $5,000, but so far this has been ignored. To cushion the shock of fee increases, the regents also decided that a third of the revenues thus generated should be earmarked for financial aid.

Three days before the meeting, the *San Francisco Chronicle* published an opinion piece by Schwartz in which he warned that "the University of California is about to be hijacked." The escalation of student fees may have begun as a fiscal necessity because of California's budget crunch, Schwartz argued, but the adoption of a formal tuition policy meant that higher fees were "now being redefined as a social virtue." Without such measures as financial-aid guarantees, elimination of executive excess and bureaucratic fat, redistribution of medical school and hospital surpluses, and a full reassessment of educational priorities, he wrote, "UC will be turned into something more like a private business than the public institution it is." (A week later Bagley retaliated with opinions of his own in the same space. "There is a fine line separating one who is fishing and another just watching the water flow by. There is also a fine line between the concerned populist in government and the demagogue who convinces the public to follow him or her regardless of facts," he growled in his opening paragraph.)

At the meeting, Campbell wondered aloud why the regents didn't just "end this charade and call it tuition." Board chair Howard Leach didn't like calling the policy "long-term," so Peltason offered an amendment crossing out those words. "In short," Schwartz told reporters, "we have a tuition that isn't tuition and a long-term policy that isn't long-term." Earlier, Schwartz had made his ritual three-minute speech, but there were no fireworks and no gimmicks. "I feel at this point that I should step back a bit and let the students who are directly affected have their say," he explained.

The University of California Student Association (UCSA) had mobilized about 500 students—most of them from UCLA and the other southern campuses at Santa Barbara, San Diego, Riverside, and Irvine—to demonstrate at the meeting, but because of the earthquake, the regents decided, on twenty-four hours' notice, to move the meeting from Los Angeles to San Francisco. There, during the public-comment period, four UCSA leaders begged the regents, at the very least, to postpone their decision. "We're not responsible for the earthquake," committee chair Brophy snapped, and ordered the vote.

The next day, in a closed session on "personnel matters," the board of regents signed off on merit pay raises averaging $2,000 a year for about fifty university officials, more than half of them lawyers. In addition, the regents approved "equity adjustments" averaging $10,000 a year for two Berkeley and two UC Santa Barbara vice chancellors.

Irvin Muchnick is a contributing editor at SF Weekly *in San Francisco.*

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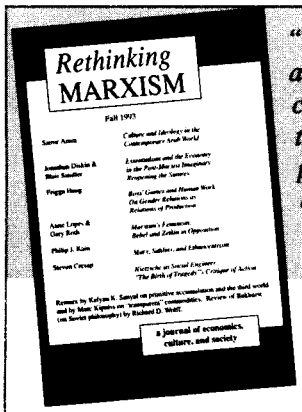

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THE WOES OF THE PART-TIME PROFESSORIATE

BY PATRICIA KEAN

This is a tale of two faculties.

One is mostly male; the other, disproportionately female. One has a comfortable middle-class income; the other earns as little as $1,000 per course. One has job security; the other depends on the kindness of strange deans. One gets medical benefits; the other usually doesn't. One enjoys the luxuries of an office, support staff, and sabbaticals; the other would be lucky to get a parking space, a library card, and a single drawer in a file cabinet. One teaches full-time and still has time for research; the other may work part-time for decades, shuttling from school to school, drumming the basics of the liberal arts curriculum into legions of undergraduates. One passes the other in the hall every day, yet sees no evil.

Ask the full-time faculty whom they blame for the great divide, and they round up the usual suspects: budget cuts, market forces, tightfisted administrators, narrow-minded state legislators, and an unwashed electorate unwilling to support higher education. Doubtless all of the above have contributed to the widening of the gap. But those full-time faculty have somehow managed to avoid the most important factor of all: their own complicity. For rather than propose daring alternatives for budget crises—like cutting back on administrators, whose numbers have soared in recent years—full-time faculty have countenanced the hiring of part-timers and then gone out of their way to exploit them.

What full-time faculty perhaps do not realize is that this exploitation has serious consequences for their profession. The use of cheap part-time labor is threatening to shrink the already diminishing number of tenure-track positions. In addition, the more humanities departments rely on throwaway faculty to teach their vital core courses, the more they look like bargain basements hawking questionable wares and the less they resemble scholarly communities passing on knowledge no student should be without. If educators mark down the goods they offer to students, it may be only a matter of time before faculty perks, like lifetime employment, protected speech, protracted sabbaticals—all the quaint curios of a kinder, tweedier age—are also swept off the shelves.

For twenty years, full-time faculty have ignored the horror stories about "gypsy scholars" and "freeway fliers" that have cropped up in both the academic and the popular press, but the stories keep appearing and they're getting scarier. *The Wall Street Journal* recently noted that part-timers now make up 38 percent of faculty in the United States. The most recent American Association of University Professors' report on the subject, "The Status of Non-Tenure-Track Faculty," appeared in last August's issue of *Academe* and contains a statistic that deserves attention: More than half of all faculty hires are now of the non-tenure-track variety.

Institutions don't seem to know, much less care, how many temporary professors they employ. "These people

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get hired at the department level—they get paid out of various pockets of funds, and they frequently are not included in the records," says David Leslie, a professor of education at Florida State University, who coauthored a study of the part-time phenomenon with Judith Gappa, *The Invisible Faculty*. "Nobody readily acknowledges that they're there until you ask. And then they say, 'Oh, yes, yes. We have some part-time faculty.' "

Considering that many tenured professors are on the verge of retirement, she cautions, "the whole shape of the profession could change in ten years. You could have an enormous number of non-tenure-track people."

Like the poor, adjuncts have always been with us. But before the mid-1970s, most fell into the category of "experts" and held prestigious positions elsewhere that allowed them to teach supplemental courses for peanuts. Others were faculty wives willing to take on composition courses in return for a little pin money. In some fields, the old situation persists: With plenty of opportunities outside higher education, part-timers in engineering, medicine, business, and so forth are hardly a downtrodden group. But in the humanities, where a glut of Ph.D.s began to flood the market in the 1970s, adjuncts lack handsome outside incomes but still receive salaries fit only for the independently wealthy. And while some part-timers, mostly those with M.A.'s, are content with their status, many others hold doctorates and have been vainly seeking full-time positions for years.

After two or three years, the part-time stigma becomes permanent and all the publishing in the world won't wash it clean.

Community colleges are the worst offenders. Most of their faculties are more than 50 percent part-timers, and the Community College of Vermont has the dubious distinction of being entirely adjunct—it employs 750 instructors, all of them part-time, none of them getting medical benefits or sick days.

Rutgers recently realized it had hired so many adjuncts in the last five years that the number of assistant professors had been cut by half, according to George Levine, senior adviser to the provost on the arts and humanities. And after two recent waves of faculty early retirements at the City University of New York, Hunter College found that nearly 50 percent of its undergraduate courses were being taught by adjuncts. Chancellor W. Ann Reynolds calls that number "inappropriate" and is trying to combine adjunct jobs into full-time positions.

Other administrators may be forced to take similar steps. Many are feeling pressure to limit the number of adjuncts from a host of powerful forces, including accrediting associations, the AAUP, and national unions such as the National Education Association. But Elizabeth Wallace, a former adjunct professor who edited the Modern Language Association's book *Part-Time Academic Employment in the Humanities* and is now an associate professor of English at Western Oregon State College, has studied the issue for two decades and is not optimistic.

For female academics, part-time work can become a kind of "Mommy track" when family responsibilities preclude either the rigors of the tenure ladder or the mobility the national jockeying for positions requires. "Women are tied to a location more frequently than men are," says P.D. Lesko, executive editor of the bimonthly *Adjunct Advocate*. "That means I take what I get. What I end up with is part-time teaching."

Most Ph.D.'s who accept part-time positions do so because they think it's a good way to get a foot in the door. But when a rare tenure-track position does open up in their department, adjuncts often discover they need not apply. That's because faculty are often prejudiced against making local hires. "The more prestigious the institution, the more competitive it is with the national market," explains Linda Ray Pratt, president of the AAUP and an English professor at the University of Nebraska at Lincoln. "You want to be able to brag, 'We got the best graduate student out of Princeton this year, the one with the most famous adviser.' If you say, 'Oh, we hired this part-timer who was here last semester and who seemed really good,' it doesn't carry the same weight."

Then, of course, there's the publishing thing—you have to do it to get hired, but adjuncts who spend their days commuting and their nights grading don't have time. As Wallace puts it, "If you want to get out of one of these part-time situations, the only thing you can do is publish. But that's like saying to somebody who's chained to a stone wall in a dungeon, 'If you want to get out of here, you have to climb this telephone pole.'"

Moreover, the sad fact is that the few adjuncts who do manage to climb the telephone pole may look down to find their target audience glancing at their watches. After two or three years, the part-time stigma becomes permanent and all the publishing in the world won't wash it clean. Non-tenure-track teachers begin to look like damaged goods, even in the eyes of their own graduate student teaching assistants, whose stipends usually far exceed adjunct salaries. "T.A.'s especially don't treat adjuncts well even if they wind up working for them," says David Rich, who just got his Ph.D. from Georgetown and who was a part-timer as a graduate student. "They think, 'Oh, this guy's an adjunct—that means he couldn't get a job anywhere. He's lower than dirt.' "

Not surprisingly, a lot of adjuncts

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spend a lot of their time feeling bitter and abused. One consequence, says Charles Wright, a graduate student in philosophy at the State University of New York at Stony Brook, who has worked as an adjunct all over Long Island, is that "much of undergraduate instruction comes from the have-nots. If you employ poorly paid, poorly motivated people who have a certain amount of bitterness, that will lead to a real deterioration in quality."

Sometimes adjunct anger can be a good thing, since those who are fed up enough to engage in union activity can often win significant improvements in their condition. At the University of California at Davis, for example, the two faculties are still separate, but more equal: Lecturers there are represented by Unit 18, a collective bargaining group affiliated with the American Federation of Teachers. They not only receive decent salaries and medical benefits, but in the 1980s also negotiated an unusual degree of job security. At Long Island University, two part-timers, Michael Pelias and Walter Jacobsohn, recently discovered that the bylaws of the union that represented tenured professors gave them rights they had been unaware of—like the right to run for election to the union's executive committee. The two formed an adjunct faculty association and spearheaded a drive that yielded impressive results: Six part-timers won seats on the committee in the last election.

But there are many obstacles to a revolution led by serfs. Part-timers who lack offices also lack meeting places and often spend very little time getting to know one another. And even part-timers have their pride. "People go out and get themselves high-powered educations and then they're thrown into this situation. They don't want to wake up and say, 'God, am I getting screwed?' " says Pelias. Then, too, there are the usual dangers for those who speak up and join unions. "Any part-timer who comes out and advertises that he or she is willing to take this on stands a good chance of not being around next semester," cautions Helena Worthen, secretary of the California Community College Council.

Clearly, this is bad. So why is our famously liberal professoriate doing nothing about it? Full-time workers in most fields bridle at the idea of cheap labor, since they see its potential for eroding their own status, but tenured professors, who are usually both labor and management, just don't get it. They see part-timers as a motley collection of housewives, dilettantes, and losers who do not, in any real sense, exist. Who cares if they're exploited? Elizabeth Wallace tells the story of one non-tenure-track instructor who worked for eight years in the same department where he had done his graduate work: "He was in the men's room one day, and one of his senior colleagues came in and said, 'Aren't you ever going to finish up your degree and leave?'" Social contact between the two faculties is usually kept to a minimum. Says George Levine, "the fact is, I don't have much to do with most of them—I don't know the names of most of the people who do the teaching in the English department. That's not good."

Besides, like good help everywhere, part-timers come in very handy. For one thing, they form a human shield against threats, both real and imagined. "Full-timers think they like adjuncts, since they're a buffer against getting laid off," says Walter Jacobsohn. "Full-timers don't have to worry about these people, don't have to get attached to these people, since they're not really 'faculty.' " Then, too, they'll do the dirty work: Part-timers can be counted on to teach the courses senior professors hate—particularly labor-intensive composition, which, despite its importance, has become the academic equivalent of washing windows.

After all, teaching undergraduates is what separates the serfs from the lords. Despite eloquent calls for a "scholarship of teaching" from Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, and despite much hand-wringing by all, institutions and faculty continue to pay lip service to undergraduate instruction and reward lucrative research. "It's the way the entire academic marketplace works," says Leslie. "Faculty are not irrational. They look around and see that their marketability, their economic bargaining power, and their long-term security depend on whether they're good researchers or not."

Full-time workers in most fields bridle at the idea of cheap labor, but tenured professors, who are usually both labor and management, just don't get it.

It's not just that part-timers make good house slaves; many full-time academics are convinced that higher education has become a zero-sum game in which, if part-timers win, full-timers lose. But they're wrong.

What would happen if full-time professors led the fight on behalf of their non-tenure-track colleagues, either through unions or more informal methods? If they won decent pay and medical benefits, for example, part-timers would no longer be cheap labor. Hence, there'd be fewer of them and, quite possibly, more openings on the tenure track. Some part-timers would certainly lose their jobs. But that might not be such a bad thing, even for the losers.

Many part-timers, particularly those without doctorates, are, to put it mildly, deluded about their chances of making it in academia. When Wallace surveyed English department part-timers in Oregon during the mid-1980s, she found that many had a grip on reality that was tenuous at best. When Wallace asked what they wanted to be doing in ten years, she reports,

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"They'd say, 'Exactly what I'm doing now, except I want to be tenure track and full-time, and I want to be able to write my fiction and teach creative writing half-time.'" And people with M.A.'s certainly have options other than allowing major universities to pin "kick me" signs on their backs—teaching in high schools that desperately need them is just one of many.

Beyond better pay and benefits, adjuncts deserve a minimal degree of job security and reasonable notice of termination, instead of the last-minute cancellations that now prevail. Again, full-time faculty gain. When part-timers are secure in their jobs, they no longer have to curry favor with administrators, and can then become the tenured faculty's natural allies in other academic battles. "You can't have this ghetto system where you have adjuncts on one side, full-timers on the other—that ruins your bargaining power in terms of the administration," says Jacobsohn. "All you have to do is set those two groups against each other and let them bicker endlessly."

Many part-timers, particularly those without doctorates, are, to put it mildly, deluded about their chances of making it in academia.

CUNY's Reynolds points out that the "ideal number of adjuncts is not zero," and she's right. A crusade to stamp out all adjuncts would be a foolish one. But professors should certainly be working to create more full-time tenure-track positions. And if they're smart, they'll fill the openings with some of the talented Ph.D.'s working part-time right under their noses. Such people should be hired for real jobs not only because it's fair, but also because many have become excellent teachers during their years on the undergraduate chain gang.

Right. In a perfect world, full-time faculty say, rolling their eyes, we'd all love one another, and time spent teaching undergraduates would be a big plus in the eyes of those who make tenure decisions. But, in fact, better teaching is exactly what the real world is loudly demanding. Undergraduates have grown weary of paying high tuition only to be taught by the academic equivalent of Kelly

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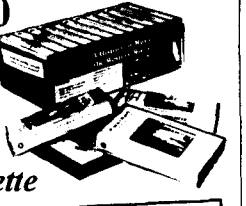

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Girls, and task forces are continually criticizing the quality of undergraduate education. "An American Imperative," a study released in December 1993 by the Wingspread Group on Higher Education (a panel of educators and executives chaired by former secretary of labor William Brock), called the college experience "little more than secondary school material—warmed up and re-offered at much higher expense." Lawmakers in Colorado, Ohio, Wisconsin, Arizona, Illinois, Virginia, and other states have recently been examining faculty work loads.

And there's another completely selfish reason for tenured faculty to do the right thing and lobby on behalf of abused part-timers: Professors who enjoy the protection of tenure had better use it, or risk losing it. For if tenure is divorced from ethics, faculty are left with something far less noble and far more difficult to justify—" a job monopoly of a very narrow group of people," in the words of Stanley Aronowitz, professor of sociology and director of the Center for Cultural Studies at the Graduate Center at CUNY.

Former part-timer Michael Shenefelt, who wrote a 1989 *New York Times* Op-Ed piece on the two faculties, believes that the tenure system and ethical behavior should be, and are, inseparable, and that tenured faculty are therefore both professionally and morally obliged to do what they can to stop part-timer abuse. "The purpose of tenure is to give academic freedom," he says now. "And the purpose of academic freedom is to be a voice of conscience. The conscience of the university is the tenured faculty. Nobody is going to stop this unless they as a body stand up."

Professors who enjoy the protection of tenure had better use it, or risk losing it—for if tenure is divorced from ethics, faculty are left with something far less noble to justify.

Patricia Kean has written for The New York Times, New York Newsday, *and* The Washington Monthly. *Her article "Building a Better Beowulf" appeared in the May/June '93 issue of* Lingua Franca.

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the I's have it

Duke's "Moi" Critics Expose Themselves

BY ADAM BEGLEY

Five years ago when American studies scholar Cathy Davidson negotiated the terms of a new job with the Duke University Department of English, she wanted to be sure that her nonacademic writing would "count"—that is, ratchet up her salary at the appropriate intervals. "I asked to have that in writing," she remembers, "even though Stanley Fish said I was crazy. He said, 'We don't care—as long as you're good, we don't care.'" Davidson wanted to write for a wide audience, an aspiration never discouraged during Fish's legendary tenure as chairman of Duke's English department, when being "good" meant not just riding the crest of the latest wave but riding it with brio—getting publicity, getting noticed. In her letter of appointment was the clause Davidson had asked for: "These terms will be renewable as long as you remain a productive scholar or writer." That last blessedly vague word assures her that her memoir, *36 Views of Mount Fuji: On Finding Myself in Japan* (Dutton, 1993), will count.

Jane Tompkins, another professor in the Duke English department and Fish's wife, has also written a memoir, *A Life in School* (to be published by Oxford University Press), but Tompkins doesn't care if it counts. She has taken a two-year leave of absence, and it's not clear she'll go back. Though her distinguished résumé could land her a job at any university in the country, the fifty-four-year-old Tompkins says she has "grown away" from the academy. She contributes a monthly column on reading and writing to a local newspaper and works on weekends as a breakfast cook in a cafeteria. Being a professor, she says, is no longer her "major source of identity": She doesn't think she will ever write "anything that looks like literary criticism again."

Autobiography is the latest wave, and not just at Duke. The first person singular that Tompkins is dedicated to discovering has become one of the distinguishing marks of current academic writing. Marching under the banner of the naked "I" is an odd assortment of scholars from all

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over the country: feminists like Nancy K. Miller in *Getting Personal* (Routledge, 1991); multiculturalists like Henry Louis Gates Jr. in his forthcoming memoir, *Colored People* (Knopf); art historians like Eunice Lipton in *Alias Olympia* (Scribner's, 1992); critical legal theorists like Patricia Williams in *The Alchemy of Race and Rights* (Harvard, 1991).

Twenty years of deconstructive self-reflexivity may have made the distinction between criticism and memoir hard to pinpoint, but there's still a long stretch between a scholarly essay spruced up with one or two quick personal anecdotes and a full-blown academic memoir, childhood reminiscence and all. The varieties of academic autobiography have grown too miscellaneous to lump under one catchall "ism," though group tags have surfaced, then sunk from view: new subjectivism (bland), personal criticism (clunky) and intimate critique (coy).

Tompkins tells me right away about her new job as cook in the Wellspring Grocery.

It's somehow no surprise to find Duke academics leading the rush to confession. It makes a kind of neat dramatic sense that the squad of high-profile, canon-busting, discipline-melding professors Fish recruited in the Eighties and set loose to do what they wanted—on the assumption that stars do things to enhance their own prestige and hence the prestige of the department—have chosen, in the Nineties, to write about themselves. Tompkins and Davidson belong to a four-member writing group along with Alice Kaplan, a French professor in the literature program who has written *French Lessons: A Memoir* (University of Chicago Press, 1993), and Marianna Torgovnick, an English professor, whose collection of essays, *Crossing Ocean Parkway: Readings by an Italian-American Daughter,* will be published later this year, also by Chicago. Unaffiliated with the group, Frank Lentricchia, an English professor in the literature program, has just published *The Edge of Night: A Confession* (Random House, 1994). *Tendencies* (Duke University Press, 1993), by queer-theory diva Eve Kosofsky Sedgwick, an English professor, is studded with autobiographical narrative.

The daring critical stances that were Duke staples in the Eighties may have required a shiver of antiestablishment attitude, but their proponents rarely got worked up enough over their idol-smashing to ditch their tenured posts. Autobiography is different: Practiced with rigorous sincerity, it opens the door wide to many troubling discoveries. The self-seeking scholar may even discover a lurking unscholarly identity at war with the constraints of the academy.

Mass resignations are not imminent. But how many professors will find it easy, as Davidson does, to mix memoir and scholarship? Proponents of personal writing claim it can free up the author's voice and purge jargon and obfuscation from academic prose. Some even suggest that the trend will loosen up the whole lit-crit establishment, ridding it of calcifying hierarchy. Can it be true? Someday soon, will English departments everywhere nurture candid self-expression, renounce feuding, backbiting, and petty posturing? Perhaps not—or not, anyway, until the memoirists can convince their colleagues that self-expression and self-indulgence are very different. Are they? With high hopes I set off for Durham to see what the autobiographical urge has wrought there.

When I meet Tompkins for lunch—off-campus, at a bakery café, a natural-wood haven for solitary students hunched over books and espresso—she tells me right away about her new job as cook in the cafeteria-style restaurant of the Wellspring Grocery: "I work eight hours on Saturday and eight hours on Sunday." She adds, with a new employee's enthusiasm, "The place has a very upbeat atmosphere, and very enlightened employee policies, and, you know, it's organic, it recycles everything—they only sell eggs from happy hens, that sort of thing."

Six weeks after starting this job, Tompkins herself looks happy—upbeat, enlightened, organic. She wears a flowing purple skirt and a sleeveless white blouse; a small silver globe hangs from her necklace. Pale and blonde, she radiates wistful kindness and a quiet stubbornness. She is bent on following to the end what she calls a "trajectory of personal development."

How did Tompkins, author of *Sensational Designs: The Cultural Work of American Fiction,* editor of *Reader-Response Criticism: From Formalism to Post-Structuralism,* grow so disenchanted with university life? The first sign was her rebellion against the rigid conventions of scholarly writing. In her 1987 essay "Me and My Shadow," a manifesto for academics who refuse to bind their prose in what she calls the "straitjacket" of impersonal authority and counterfeit objectivity, Tompkins thundered dissent: "The public-private dichotomy, which is to say, the public-private hierarchy, is a founding condition of female oppression. I say to hell with it."

She has yet to say "To hell with Duke," but over lunch she makes no secret of her dissatisfaction with its English department and the profession in general: "Everybody walks around with this huge invisible superstructure around them—their reputation, their ideology, their latest book, their position on this and that. You know, blah, blah, blah." It's not just the faculty that troubles her. "Somehow or other, higher education has evolved so that it puts students in touch neither with the world out there nor with themselves

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"I'S in here"—she taps her breastbone—"and I think it needs to move in both directions."

Tompkins has not stood still. As she puts it, "I've been doing a lot of work on myself over the last five or six years." She has changed the way she writes. Her most recent book, *West of Everything: The Inner Life of Westerns,* opens on a decisively personal note. "I make no secret of the fact: I love Westerns," she writes. Tompkins remains a vivid presence throughout the book. Some part of this transformation can be traced to "the group," whose members have been singularly successful in pushing one another to produce personal writing. "What we do," according to Tompkins, "is to encourage each other to be whoever we are, not to be afraid."

She has also changed her classroom behavior. A course she taught in the fall of 1992, American Literature Unbound, involved a field trip to the beach; the catalogue description was mocked in *The New Republic.* Unabashed, she tells me that in the last few years her teaching "has not really been about explaining literature, it's really been more about getting people to come out of themselves and find out what they want, who they are, and what their relation to a text is. Literature becomes a kind of occasion or excuse for all this."

Despite "all this," her discontent with the academy has only deepened. In a recent essay, "The Way We Live Now" (a preview, she tells me, of her forthcoming memoir), she laments the "competition, hierarchy, busyness, and isolation" that she feels mar faculty life at major research universities. The essay begins with Tompkins wandering the corridors outside her campus office, feeling lonely, "looking for someone to talk to." What she's missing, she writes, is "emotional or spiritual fulfillment."

"A sentence, a sentence, my family for a sentence," Lentricchia writes in The Edge of Night.

The *Village Voice,* in a review of his *Criticism and Social Change,* forever saddled Frank Lentricchia with the title "the Dirty Harry of contemporary critical theory." A man so burdened might well shrink from the term "self-fulfillment," but Lentricchia knows the value of finding the thing that makes you happy. He believes he has found it in writing. And yet, though his new book, *The Edge of Night,* is intimate autobiography, self-expression is not his aim. Literary self-fashioning is more like it. The fifty-three-year-old Lentricchia has been seized by the urge to create. Having studied literature for several decades, he now wants to write some.

I meet him for dinner at a restaurant down the street from his house in Hillsboro, a sleepy Southern village twenty minutes from the Duke campus. A brooding man in blue jeans, a safari jacket over his black T-shirt, he bears no resemblance to Clint Eastwood. Under a salt-and-pepper mustache, a heavy lower lip tugs his face into melancholy.

This somber Lentricchia is a character straight out of his memoir. *The Edge of Night* is a soap opera of the soul—parts of it have already been adapted for the stage as performance art monologues. The dramatis personae of Lentricchia's meditation on the fragmented "I" include a violently angry Lentricchia, a guilty Lentricchia, a nostalgic Lentricchia, and many others—all under the tyrannical sway of Lentricchia the writer.

At a remote table in the half-empty restaurant, describes the origins of his book: "For reasons that I do not know I began in the winter of '91 to feel a stirring need to write something in the broad sense personal, that had nothing to do with literary criticism. I had no idea how to do it. I had no idea of a form, a subject. I thought that writing about oneself was impossible—and I still do, by the way." *The Edge of Night* is the story of that impossible creation, a passionate eighteen-month struggle with sentences, a struggle that swallows up the more conventional aspects of his autobiography—portraits of colorful Italian-American grandparents, of his wobbly marriage, of his children. He flirts with the idea of joining a monastery, but settles for being a "moniac"—half monk, half maniac. "A sentence, a sentence, my family for a sentence," he writes. He imagines himself the "multicultural avenger, the black Italian-American Othello." He fantasizes about strapping a chain saw to his penis and doing grievous bodily harm to a redneck. He thinks ugly thoughts and records them without apology.

I tell Lentricchia he comes off in the book as a seriously nasty person.

"I try to be honest," he replies, understandably testy but restrained. "If this is what you wish to say about me, you will of course say it. I try not to hide anything in this book, and if there are things that frighten people, shock people, horrify people, they're there because I decided not to censor them—but I would be a little aggrieved to hear myself described as a seriously nasty person." (The next day, in his campus office, he recites in a dutifully professorial tone, "It's not my subjectivity before the writing, it's the subjectivity discovered in and as writing that excites me and interests me.")

Over coffee, after dinner—the restaurant's dining room now wholly deserted—he tells me how hard it has become to get up from his writing desk and make his way to campus. Like Jane Tompkins, he has given up literary criticism. He is working on fiction now, trying to balance his writing with his job. "I don't feel the academy nourishes that part of me, nor should it," he says. Unlike Tompkins, he disapproves of mixing criticism and autobiography. "I don't think criticism ought to be about self-expression," he declares. "I think criticism ought to be about explanation—see how unhip I am?"

Though he has no plans to quit teaching, there's very lit-

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tle room in the teeming chamber of Lentricchia's newly liberated self for the humdrum identity of the university professor. "I live in the literary academy," he writes in *The Edge of Night,* "the Imperial Palace of Explanation, among those-who-already-know, among the Princes and Princesses of Pre-Reading, the executioners of mystery."

What looks to Tompkins like self-expression and to Lentricchia like creativity looks to others like self-indulgence. "It's the ideology of '*Moi*,' it's Miss Piggy," says a prominent professor of English familiar with the work of the Duke memoirists who favors anonymity. "It's not something in the water at Duke, it's something in the water everywhere for the last twenty years. Academics like to think that they're divorced from large cultural processes, that they stand outside and understand them. But it may well be that that arrogance makes them a little more vulnerable to the latest social disease. . . . These are people who think they are left wing and yet are pure products of the Reagan era."

Individualism run rampant—is that the story of the autobiographical itch? Should I quit right here, and steal credit for a new label, "*moi* criticism"? Alas, the *moi* decade argument, though compelling, brushes aside too many other possibilities.

"It's a reaction against theory," says Cathy Davidson. Academics who fought their way to tenure in the Seventies and early Eighties were condemned to demonstrate theoretical competence with every breath; for them, the urge to drop theory entirely must be nearly irresistible. When I ask Tompkins (who once told me she was converted to poststructuralism after meeting Stanley Fish in 1976) how she reconciles her autobiographical voice with postmodernist notions of the self as a fractured entity composed of socially constructed attitudes, she dismisses the topic out of hand: "Who needs to say that anymore? 'I question the status of my own discourse,' you know, then you go back to your discourse." When I ask about the importance of theory to the writing group, she says, "We don't bother about it."

The trend toward autobiography has often been traced back to the Sixties, to early feminist consciousness-raising groups and the succinct feminist motto, "The personal is political." Autobiography has spread in tandem with multiculturalism: News about minority experience often comes packaged in the first person singular. Ditto for gay studies and queer theory.

To these developments, some say, add a whiff of *fin-de-siècle* decadence. "This swerve into the autobiographical mode," says Frederick Crews, chairman of the English department at the University of California at Berkeley, "indicates the exhaustion of the dominant critical idiom. We've been living with poststructuralism since the 1970s, and a great weariness has set in, especially in the more rarefied theoretical precinct of the profession. The autobiographical mode is an exit lane from all that. At the same time it's consistent with poststructuralist epistemology. One just gives up making propositions about literature and the world—one retreats into a kind of affective reporting."

If you can follow the permutations of Sedgwick's identity, an understanding of queer theory is within your grasp.

Then there's Eve Kosofsky Sedgwick, living proof that autobiography and theory can cohabitate blissfully. The foremost exponent of queer theory, author of *Epistemology of the Closet* (University of California Press, 1990) and *Between Men: English Literature and Male Homosocial Desire* (UC Press, 1985), Sedgwick, with her notorious titles ("Jane Austen and the Masturbating Girl," or better yet, "Is the Rectum Straight?: Identification and Identity in *The Wings of the Dove*") and her bizarre, exquisitely embarrassing autobiographical revelations, seems intent on giving her readers literary shock therapy.

In one Sedgwick essay, "A Poem Is Being Written," the memory of corporal punishment ("When I was a little child the two most rhythmic things that happened to me were spanking and poetry") leads to a bold proposition ("There has been no important and sustained Western discourse in which women's anal eroticism means"), and then to the admission, at once elliptical and graphic, that anal eroticism is her own particular joy. She concludes with a pornographic poem, written in a man's voice, about the ecstasy of anal intercourse with a woman (also ecstatic) named Eve.

We speak over the phone. Her voice is cheerful and sweet and hesitant—nothing like the brash voice in her writing. The "I" of her essays, she explains, is "a working hypothesis. I start as though it were clear what it meant, but the point is actually to see what new questions it brings up."

In her essay "White Glasses" Sedgwick records her initial reaction to being diagnosed with breast cancer: "Shit, now I must really be a woman." But then she points out that "every aspect of a self comes up for grabs under the pressure of modern medicine"—the experience of surgery, chemotherapy, hormone therapy. In the end, the fact of living with a very often fatal disease, combined with the changes wrought in her body by mastectomy and hair loss ("I would warmly encourage anyone interested in the social construction of gender to find some way of spending half a year or so as a totally bald woman"), strengthens her sense of her true identity—as a gay man.

Her "I," Sedgwick writes, is "a heuristic." If you can follow the permutations of her identity, a clear understanding of queer theory is within your grasp. "There are important senses in which 'queer' can signify only when attached to the first person," Sedgwick argues. Queer is as queer does, she explains—it's all about "performative acts."

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I'S Sedgwick, who is forty-three years old, tells me that she has no plans to write a memoir but has recently finished putting together a volume of poetry, some of it in the first person, some of it recognizably autobiographical. *Fat Art, Thin Art* will be out in the fall from Duke University Press, which also publishes her critical and theoretical work. She says she sees her poetry as "importantly part of the same undertaking" as her scholarly writing. "Whether the dean will or not," she adds carelessly, "I don't know."

Autobiography can be a performative act, or a splendid hook on which to hang a story. And perhaps the most compelling stories academics have to tell are quest narratives, accounts of the strange accidents that may befall a person during an intellectual journey.

That is the kind of story Alice Kaplan tells in parts of *French Lessons*. Of all the autobiographical writing that has emerged from Duke in recent months, Kaplan's book (excerpted in *Lingua Franca*, September/October 1993) has received the most—and the most flattering—critical attention. It was nominated this winter for a National Book Critics Circle Award. According to Cathy Davidson, it was Kaplan who got the writing group started on memoirs.

Kaplan, who politely declined to be interviewed for this article, adeptly accomplishes the difficult task of making a scholar's professional life interesting to the reader. In *French Lessons* she describes her graduate studies at Yale with Paul de Man, her slippery encounters with French fascists, the adventure of reading Céline. She presents all this with a deadpan intensity that reads like truth—she's sincere without being earnest. But instead of concentrating on the story of her career, she gets personal. The working title of the memoir was once *Confessions of a Francophile*, and traces of confession remain: intimate revelations about her father, who died when she was eight; about her first menstruation; about a callow French lover.

The layering of public and private adds irony and poignancy. Her father, a Jew, was a prosecution lawyer at the Nuremberg trials; Kaplan herself studied French fascist intellectuals at Yale, before de Man's contributions to a collaborationist newspaper came to light, in the days when politics had been banished from literary studies. Unfortunately, the private eventually drowns out the public—and it is in the confessional passages that Kaplan's steady tone fails her.

De Man's dirty secret leads Kaplan to wonder out loud how she can avoid disappointing her own Ph.D. students "the way that de Man failed me." She asks, "How do I tell them who I am, why I read the way I do?" Her answer to these questions is the memoir itself—an oddly self-defeating answer in that Kaplan can't shake her postmodernist skepticism about the possibility of presenting a coherent inner self. "Learning French did me some harm by giving me a place to hide," she writes by way of summary, but then immediately clouds the issue: "It's not as if there's a straightforward American self lurking under a devious French one, waiting to come out and be authentic. That's nostalgia—or fiction."

In the end, despite its pleasures, her book points to the "So what?" problem of academic memoirs that stake their success on personal revelation. Whether or not they actually disclose the essence of the author's authentic self, the momentous business of self-exhibition risks collapsing into dreary anti-climax, especially since few academics have led lives as historically resonant as Kaplan's and fewer still write well enough to make quiet lives readable.

Davidson has a backup theory about academic autobiography: "I think it's a mid-life thing."

Davidson has a backup theory about academic autobiography: "I also think it's a mid-life thing. Mid-life people tend to be more introspective about why they're doing what they're doing." This makes the autobiographical impulse sound like a hazard of the aging process (once the "I" microbe infects your prose, it's only a matter of semesters before you're flipping tofu burgers). So how to explain Marianna Torgovnick? Like Davidson, she's forty-four years old. But she seems too young for a mid-life crisis, too resolutely levelheaded: no Tompkinsesque flights into self-exploration here, no Lentricchiate longings for literariness. Crisp and professional, Torgovnick talks about personal writing with the detachment of a claims adjuster.

"I write autobiographically when I find that I can't help it," she says. We speak in her English department office, a book-lined space large enough to indicate a flourishing academic career. We're interrupted once, by the delivery of a bookcase, which is rejected by Torgovnick on the grounds that it doesn't match the ones she already has.

Using the personal, for Torgovnick, is a way to trigger her critical writing. In our conversation she insists on making a clear distinction between autobiography and cultural criticism "integrated" with occasional autobiographical passages: She tells me she writes only in the latter mode. And yet her best-known essay, "On Being White, Female, and Born in Bensonhurst" (originally published in *Partisan Review* and reprinted in *Best American Essays of 1991*), is mostly reminiscence, lightly weighted with general remarks about the Italian-American experience in a Brooklyn neighborhood. The occasion for the essay, she remarks, was the shooting of Yusuf Hawkins: "I really needed that jumping-off point. I sat down to write it thinking I was going to tell the world about Bensonhurst." Along the way she also tells the world about the first boy who asked her on a date,

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about her progress through junior high school. "I was amazed that all of that was in me. Then I got to the midway point and I said, 'Now what the hell am I going to do with this?' I am a very pragmatic person. I'm busy."

Focused, too. As she talks she stares intently at a spot just over my head, a habit she may have acquired in the lecture hall. She waves aside the idea that she might have any trouble reconciling her brand of autobiographical criticism with her academic life: "I'm not sure what it would be like in an institution that told me I had to do an annotated edition in order for it to count as work toward salary increases, but since I'm not at that kind of institution there's no need to worry about it." She's not about to let the muse turn her head. She tells me that the point of the writing group, besides fostering a personal voice, is "to reach more people. Not to shout in their ear, but to create a friendlier mode of criticism."

And yet a wide, receptive audience isn't everything, she confides. "I got a funny phone call from somebody at the *Voice Literary Supplement* who was asking me about something she was reviewing, and she said something like, 'Did you ever think about not being academic, just being a writer?' I laughed and said, 'Why would I do that? I mean, it's very hard to make a living as a freelance writer, isn't it?' " A little later she cuts short the interview, saying, "So—I have to get ready for an academic council meeting."

Is it really important to know that Frank Lentricchia is sometimes very angry, that Cathy Davidson loves Japan, that Marianna Torgovnick has left Brooklyn far behind, or that Jane Tompkins is lonely? The exceptional life is surely worth recording, and we all cherish extraordinary accounts of ordinary lives. But what about the mass of middling lives, ably but not brilliantly exhibited?

Tomorrow's academy will eventually work out a suitable system for the classification and evaluation of each new assertive, vulnerable "I." Reaction will likely split along familiar lines. For scholars who have all along rejected the postmodernist assault on objective standards, the new trend will seem further proof of a sad decline. Academia's obsession with specialization has been attacked from without and bemoaned from within, but this, to the traditionalist, will look like the last straw, the intellectual equivalent of cocooning.

For the freewheeling theory jock or the casually "postmodern postindividual" (to borrow Eve Kosofsky Sedgwick's term), trading in the pleasures of high-octane metaphysics for the chance to explore a personal voice will seem a snap—less disorienting than any number of the various theoretical and methodological dislocations of the last decade.

And, of course, some scholars will sit on the fence, which is what an eminent literary critic I talked with—off the record—wanted to do, until he was humpty-dumptied by a jolt of aesthetic integrity. We were talking about the more extravagantly exhibitionist practitioners of academic autobiography; he had launched into a sophisticated analysis sprinkled with phrases like, "There has been a perceptible weakening of the autonomy of the object," when suddenly he stopped dead and asked me, "Have they no shame?"

Adam Begley is a contributing editor of Lingua Franca *and the book columnist for* Mirabella.

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JOBTRACKS 1993-94

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

ANTHROPOLOGY/ARCHEOLOGY/FOLKLORE

TRAINED BY	NAME	HIRED BY
Arizona S U	Coinman, Nancy	Iowa S U, IA
Arizona, U of	Shimada, Izumi	S Illinois, Crbndl, IL
Brown U	Chatterjee, Nilanjana	CUNY, Queens, NY
Chicago, U of	Dornfield, Barry	New York U, NY
Chicago, U of	Durham, Deborah	Sweet Briar C, VA
Chicago, U of	Spitulnik, Debra	Emory U, GA
Chicago, U of	Strong, Pauline Turner	Texas, Austin, TX
Colorado, Bldr	Van Blerkom, Linda	Drew U, NJ
Cornell U	Rosenthal, Judy	Michigan, Flint, MI
Cornell U	Weix, Gretchen	Montana, U of, MT
CUNY	Finch, John	American U, DC
CUNY, GradCntr	Khan, Aisha	Swarthmore C, PA
CUNY, GradCntr	Perry, Warren R.	W Michigan U, MI
Florida, U of	Pope, Theresa	Duke U, NC
Harvard U	Levi, Jerome	Carleton C, MN
Harvard U	Ponce de Leon, M.	Northeastern U, MA
Indiana, Blmngtn	Bendix, Regina	Penn, U of, PA
Mass, Amherst	Kingsolver, Ann	UC, St Cruz, CA
Mass, U of	Filios, Elena	Cntrl Connecticut, CT
Michigan, U of	Sinopoli, Carla	Michigan, AnAr, MI
N Carolina, U of	Levinson, Bradley	Augustana C (IL), IL
N/A	Aretxaca, Begona	Harvard U, MA
N/A	Haeri, Shahla	Boston U, MA
Northwestern U	Holmes-Eber, Paula	Wiscnsn, Milw, WI
Ohio S U	Kanner, Melinda	Antioch U, OH
Ohio S U	Schnell, Scott	Iowa, U of, IA
Oklahoma, U of	Fields, Robert	Iowa S U, IA
Oregon, U of	Hemphill, Brian	Vanderbilt U, TN
Oregon, U of	Lembcke, Jerry	Holy Cross, C of, MA
Penn S U	Storey, Glenn	Iowa, U of, IA
Penn, U of	Kapchan, Deborah	Texas, Austin, TX
Penn, U of	Welsh, Peter H.	Arizona S U, AZ
Princeton U	Pandolfo, Stefania	UC, Berkeley, CA
Rutgers U	Rosado, Maria	Rowan C, NJ
Rutgers U	Selvaggio, Marie	S Connecticut, CT
Stanford U	Bercovitch, Eytan	Johns Hopkins U, MD
Stanford U	Maddox, Richard	Carnegie Mellon, PA
SUNY, Albany	Leidy, Lynette	Mass, Amherst, MA
Temple U	Schwartz, Nancy	SW Missouri S, MO
Tennessee, U of	Simmons, Ted	W Michigan U, MI
Texas, Austin	Coles, Felice Anne	Montana, U of, MT
Texas, Austin	Giles, Linda	Illinois S U, IL
Tulane U	Pool, Christopher	Ithaca C, NY
UC	Daniel, Yvonne	Florida Int'l U, FL
UC	Davis, Lee	Nebraska, Lncn, NE
UC, Berkeley	Chen, Nancy	Tufts U, MA
UC, Berkeley	Green, Linda	Columbia U, NY
UC, Berkeley	Lancaster, Roger	Columbia U, NY
UC, Berkeley	Lane, Sandra	CaseWstrnRes, OH
UC, Berkeley	Schein, Louisa	Rutgers, NBruns, NJ
UC, Berkeley	White, Sydney	Temple U, PA
UC, Davis	Isbell, Lynn A.	Rutgers, NBruns, NJ
UC, San Diego	Birth, Kevin	CUNY, Queens, NY
UC, San Diego	Brison, Karen	Union C (NY), NY
UC, San Diego	Leavitt, Stephen	Union C (NY), NY
UC, San Diego	Sobo, Elisa	New Mexico S U, NM
UC, Santa Barbara	Maschner, Herbert	Wiscnsn, Madsn, WI
Washington S U	Putsche, Laura	Idaho, U of, ID
Washington S U	Sappington, Robert	Idaho, U of, ID
Washington U	Taylor, Linda	Miami, U of, FL
Washington, U of	Adams, Kathleen	LoyolaU,Chcago, IL
CAN-Alberta	Mandryk, Carole	Harvard U, MA
CAN-McGill U	Adelson, Naomi	York U, CAN
ISR-Hebrew U	Wachsmann, Shelley	Texas A & M U, TX
UK-Stirling	McGrew, William	Miami U, Oxford, OH

ART/ART HISTORY

TRAINED BY	NAME	HIRED BY
Alfred U	Takamori, Akio	Washington, U of, WA
American U	Wood, Neva	Cntrl Missouri S, MO
Arizona, U of	Gallagher, Sean	Cntrl Connecticut, CT
Art Inst Chicago	Clark, David	W Ontario, CAN
Art Inst Chicago	Lopez, Martina	Notre Dame, U of, IN
Art Inst Chicago	Slavik, Elin O'Hara	N Carolina, ChpH, NC
Cal S, LosAngls	Woodlin, Patricia	Cal S, LosAngls, CA
Carnegie Mellon	Ohira, Akemi	Virginia, U of, VA
CaseWstrn Res	Magden, Norman	Tennessee, Knox, TN
Chicago, U of	Blaettler, S.J., James	Fairfield U, CT
Cincinnati, U of	Krtic, Zdenko	Auburn U, AL
Colorado, Bldr	Nelson, Marilyn	Arkansas, Ftvl, AR
Columbia U	Brooks, Perry	SW Louisiana, LA
Columbia U	Childs, Elizabeth	Washington U, MO
Connecticut, Uof	Black, Kell	Austin Peay S, TN
Cranbrook Acad	Buonaccorsi, James	Georgia, U of, GA
Cranbrook Acad	Cazabon, Lynn	Bucknell U, PA
Cranbrook Acad	O'Keefe, Timothy	Wiscnsn, Oshk, WI
CUNY	Fischer, Diane	Seton Hall U, NJ
CUNY	Lichtenstein, Therese	SUNY, Westbry, NY
CUNY	Lloyd, Pheobe	Texas Tech, TX
CUNY	Solomon-Godeau, A.	UC, St Barbara, CA
CUNY, Hunter	Sonfist, Alan	Maryland, CollPk, MD
Delaware, U of	Bates, Edward	Texas, Arlington, TX
Delaware, U of	Zalesch, Saul E.	American U, DC
E Michigan U	Elkins, Linda	Luther C, IA
Georgia Southern	Yancey, John A.	Texas, Austin, TX
Georgia, U of	Rice, Thomas	Kalamazoo C, MI
Harvard U	Abramson, Daniel	Connecticut C, CT
Harvard U	Adams, Ann	UC, St Barbara, CA
Harvard U	Rosenburg, Eric	Tufts U, MA
Harvard U	Samonides, William	Mass, Boston, MA
Harvard U	Werth, Margaret	Barnard C, NY
Illinois, U of	Miller, Jane	Kenyon C, OH
Illinois, Urbana	Valdovino, Luis	Colorado, Bldr, CO
Indiana U	Burden, Jeffrey	Columbus C, GA
Indiana U	Howard, Mimi	Henderson S U, AR
Indiana U	Klein, Sheri	Wiscnsn, Stout, WI
Indiana U	Neagley, Linda	Rice U, TX
Indiana U	Ogden, Joyce	Spalding U, KY
Indiana U	Slaughter, Neill	LIU, SHampton, NY
Iowa, U of	Carpino, Alexandra	Michigan, Drbrn, MI
Iowa, U of	Johnson, Carla Rae	Marymount C, NY
Iowa, U of	Sanchez, Rosa M.	LSU, BatnRoug, LA
Iowa, U of	Schoer, Alan	Fort Hays S U, KS
Iowa, U of	Thompson, Peter	Coe C, IA
Johns Hopkins U	Campbell, C. Jean	Alberta, U of, CAN
Johns Hopkins U	Gunhouse, Glenn	Alberta, U of, CAN
Johns Hopkins U	Weiss, Daniel	Johns Hopkins U, MD
Kansas, U of	Hedquist, Valerie	Cntrl U Iowa, IA
Mankato S U	DeFresne, John	Wiscnsn, Stout, WI
Maryland Inst Art	Buck, Sue	Allegheny C, PA
Maryland, U of	Jeffers, Carol	Cal S, LosAngls, CA
Maryland, U of	Rindge, Debora	New Mexico S U, NM
Mass, U of	Sierpinski, Cort	S Connecticut, CT
Michigan, U of	Kleinfelder, Karen	Cal S, LngBch, CA
Michigan, U of	Lord, Carmen	Corpus Christi, TX
Michigan, U of	Nunco-Quarcoo, F.	Maryland, Ctnsvl, MD
Michigan, U of	Ros, Karen	Indiana, Blmngtn, IN
Michigan, U of	Ryan, Susan E.	LSU, BatnRoug, LA
Michigan, U of	Teramato, John	Kansas, U of, KS
Minnesota, U of	Heberlein, David	Wiscnsn, RiverF, WI
Minnesota, U of	Janson, Jim	Georgia SWstrn, GA
MIT	Okoye, Ikem	Northwestern U, IL
Montclair S C	Ferguson, Rhonda	Middlebury C, VT
N Arizona U	Davidson, William C.	Cal S, LosAngls, CA
N Texas, U of	Garcia, Vicente G.	Sui Ross S U, TX
N/A	Cabeen, Louise E.	Washington, U of, WA
N/A	Harshman, Melissa	Georgia, U of, GA
N/A	Mosley, Catherine	Bennington[NTG], VT
N/A	Rosen, Annabeth	Bennington[NTG], VT
National U	O'Rourke-Kaplan, M.	N Texas, U of, TX
New Mexico, Uof	Bohr, Gail G. Ted	Boston C, MA
New York U	Nappi, Maureen	RPI, NY
New York U	Zuraw, Shelley	Georgia, U of, GA
Northwestern U	Fuentes, Leopoldo	CUNY, City C, NY
Northwestern U	Wisotzki, Paula	LoyolaU,Chcago, IL
Norwich U	Wilson, Jeanne	Russell Sage C, NY
Ohio S U	Harris, William	Old Dominion U, VA
Ohio S U	Leoshko, Janice	Texas, Austin, TX
Ohio S U	Marsh, Ginny	Louisville, U of, KY
Ohio S U	Stavropoulos, Carol	Georgia, U of, GA
Ohio S U	Volkmar, Karl	SE Louisiana U, LA
Ohio U	Mather, Timothy W.	Indiana, Blmngtn, IN
Ohio U	Romejko, Paul	Alma C, MI
Oklahoma, U of	Jones, Otis	Texas, Arlington, TX
Oklahoma, U of	Tillman, PAtricia	Auburn U, AL
Penn S U	Bruno, Don	St Cloud S U, MN
Penn S U	Schuller, Brant	Ashland C, OH
Penn, U of	Sinha, Ajay	Mt Holyoke C, MA
Pratt Institute	Goldman, Debra	Colorado, Denv, CO

THIS ISSUE: ANTHROPOLOGY THROUGH DRAMA/DANCE/FILM/VIDEO. OUR NEXT TWO ISSUES (MAY/JUNE, JULY/AUGUST): ECONOMICS, ENGLISH, FRENCH/ITALIAN LANG. & LIT., GEOGRAPHY, GEOLOGY, GERMAN LANG. & LIT., HISTORY, LINGUISTICS, MATHEMATICS/STATISTICS, MIDDLE EAST/AFRICAN LANG. & LIT., MUSIC, PHILOSOPHY, PHYSICS, POLITICAL SCIENCE, PSYCHOLOGY, RELIGION, RUSSIAN/SLAVIC LANG. & LIT., SOCIOLOGY, AND SPANISH/PORTUGUESE LANG. & LIT.

These tables reflect first-time hirings to full-time junior positions effective as of the '93-'94 academic year in the liberal arts and sciences at more than 500 four-year colleges and universities in the US and Canada.

The tables should be read as follows: the institution in the third column hired for the first time the individual in the second column to a full-time junior position. (It may not be the first junior position the individual has gotten.) The individual received graduate training at the institution in the first column.

Information about graduate training was obtained either from the hiring institution or from the individual. This information has not been double-checked with each training institution. **"N/A"** means this information was not available at press time.

Where we have a campus name (*e.g.* "Illinois, Urbana"), we use it. But someone trained there might just as well be listed under the general university name (*e.g.*, "Illinois, U of").

['94] means this action will take effect as of the '94-'95 academic term. **[NTG]** means this hiring institution is partially or completely non-tenure-granting.

LINGUA FRANCA goes to great effort to insure that our data are accurate and as complete as possible. However we know that JOBTRACKS is, as we go to press, incomplete and still not free from all errors. Consequently, we cannot be responsible for errors and omissions, and readers are advised not to act on any of this information without verifying it.

We invite our readers to help make JOBTRACKS an even more comprehensive reference tool, in the following ways:

If one of our items is in error, please let us know, on the stationery of the hiring department, specifying your name and title.

Deans and administrators: If your institution isn't represented and should be, write or call us to request the appropriate form.

Faculty members: If your name isn't here and should be, ascertain who in your administration or news office both has this information for the liberal arts and sciences, and is willing to part with it. Give us the person's name and title, and your name and title. Note that we are not listing temporary or visiting positions, nor first-time hirings to those senior positions that are probationary (*e.g.* associate professor without tenure).

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Pratt Institute	Pratt, Benjamin	Wiscnsn, Stout, WI
Pratt Institute	Skolnick, Janet	CUNY, Lehman, NY
Pratt Institute	Slavick, Sarah	Holy Cross, C of, MA
Princeton U	Knittel, K.	Seton Hall U, NJ
Princeton U	Monk, Daniel	SUNY, StnyBrk, NY
Princeton U	Morton, Patricia A.	UC, Riverside, CA
Purdue U	Kujda, Robert	Francis Marion U, SC
Radford C	Hubbard, Suzanne	Clinch Valley C, VA
Rhode Isl Design	Seplowin, Charles	Bloomfield C, NJ
Rinehart Sculpture	Argent, Lawrence	Denver, U of, CO
Rochester Tech	Ruby-Baird, Janet	Shippensburg, PA
Rochester, U of	Manovich, Lev	Maryland, Ctnsvl, MD
Rutgers U	Koch, Linda	John Carroll U, OH
S Florida, U of	Wang, Kirk Ke	Eckerd C, FL
S Illinois U	Johnston, Randy	Wiscnsn, RiverF, WI
San Fran Art Inst	Ott, Sabrina	Cal S, LosAngls, CA
San Fran Art Inst	Rutberg, Alan	Maryland, Ctnsvl, MD
San Francisco S U	Mekuria, Salem	Wellesley C, MA
San Jose S U	DeLappe, Joseph	Nevada, Reno, NV
SanAntonio ArtInst	Edwards, James	Corpus Christi, TX
Stanford U	Beut, George	Washington&Lee, VA
SUNY, Stny Brk	Curtis, Joan	C. Misericordia, PA
Temple U	Govedare, Philip B.	Washington, U of, WA
Texas, Austin	Stanton, Anne	Missouri, Clmb, MO
Texas, Austin	Tate, Carolyn	Texas Tech, TX
Tyler Sch of Art	Carpenter, Syd	Swarthmore C, PA
Tyler Sch of Art	Walker, Samuel	Mass, Boston, MA
UC	Freeman, Dana	Aquinas C, MI
UC, Berkeley	Abe, Stanley	Dartmouth C, NH
UC, Berkeley	Cahill, Micholas D.	Wiscnsn, Madsn, WI
UC, Berkeley	Lang, Yong Soon	UC, Irvine, CA
UC, Los Angeles	Hart, Mary	Texas, Arlington, TX
UC, Los Angeles	Leibsohn, Dana	Ithaca C, NY
UC, Los Angeles	Naficy, Hamid	Rice U, TX
UC, Los Angeles	Phillip, Maria	Georgia S U, GA
UC, Santa Barbara	Miller, Kathryn	Pitzer C, CA
UC, Santa Barbara	Reese, Harry	UC, St Barbara, CA
Washington, U of	Hall, Bradford	New Mexico, Uof, NM
Wichita S U	Powers, Leland	Fort Hays S U, KS
Wiscnsn, Milw	Barello, Julia	New Mexico S U, NM
Wiscnsn, Milw	Davitt, Chris	Wiscnsn, GrnB, WI
Wiscnsn, U of	Jacobson, Mark	IndianaPurdu,Ind, IN
Wiscnsn, U of	Saupe, Ted	Georgia, U of, GA
Yale U	Carr, T. Wiley	S Connecticut, CT
Yale U	Dillon, Diane	Rice U, TX
Yale U	Harris, Michael	Georgia S U, GA
Yale U	Heinlein, Robert	Merrimack C, MA
Yale U	Kantrowitz, Andrea	Wiscnsn, Oshk, WI
Yale U	Nemerov, Alexander	Stanford U, CA
Yale U	Nesbit, Margaret	Vassar C, NY
Yale U	Palmer, Erin	S Illinois, Crbndl, IL
Yale U	Pinder, Kymberly	Middlebury C, VT
Yale U	Priest, Mark Anthony	Louisville, U of, KY
Yale U	Rogeberg, H.	Washington, U of, WA
Yale U	Serchuk, Camille	S Connecticut, CT
Yale U	Sharp, Jane	Maryland, CollPk, MD
Yale U	Wells, Terry	W Connecticut, CT
Yale U	Wollensak, Andrea	Connecticut C, CT
CAN-BritColmb	Skidmore, Colleen	Alberta, U of, CAN
UK-Kent, U of	Charlesworth, Michael	Texas, Austin, TX
UK-Leicester U	Steggles, Mary	Acadia U, CAN
UK-London, U of	Hills, Helen M.	N Carolina, ChpH, NC

AREA STUDIES

Brandeis U	Ullman, Sarah	Illinois, Chicago, IL
Chicago, U of	Fernandes, Leela	Oberlin C, OH
Columbia U	Dudley, Kathryn Marie	Yale U, CT
Florida, U of	Sagas, Ernesto	CUNY, Lehman, NY
Fordham U	Ginorio, Angela B.	Washington, U of, WA
Harvard U	Perez, Laura	Cal S, LngBch, CA
Hawaii, U of	Buker, Eloise	Denison U, OH
Hawaii, U of	Roberson, James	Gettysburg C, PA
Maryland, U of	McDermott, Patrice	Maryland, Ctnsvl, MD
Minnesota, U of	van Dyke, Annette	Sangamon S U, IL
Missouri, Clmb	Matoesian, Gregory	Illinois, Chicago, IL
N/A	Lockwood, Jeffrey	Montana, U of, MT
N/A	Sawyer, Marcia R.	Washington, U of, WA
New Mexico, Uof	Melendez, Gabriel	New Mexico, Uof, NM
Northwestern U	Mootry, Maria	Sangamon S U, IL
Stanford U	Carrillo, Teresa	SanFrancisco S, CA
SUNY, Bnghmtn	Bush, Roderick	Seton Hall U, NJ
Temple U	Bekerie, Ayele	Temple U, PA
Temple U	Dixon, Patricia	Mass, Boston, MA
UC, Berkeley	Johnson, Valerie	N Carolina, ChpH, NC
UC, Berkeley	Micco, Melinda	Mills C, CA
UC, Irvine	Coleman, Willi	Cal Polytech, CA
UC, Santa Cruz	Frankenberg, Ruth	UC, Davis, CA
UC, Santa Cruz	Rao, Brenda	Oberlin C, OH
Washington S U	Kershaw, Terry	Temple U, PA
Yale U	Ravits, Martha	Oregon, U of, OR
FRN-Paris, U of	Cerol, Marie Josee	Temple U, PA
UK-Cambridge U	Hughes, Karen	Alberta, U of, CAN
UK-Edinburgh U	Parsons, Catriona	St Francis Xavier, CAN

ASIAN LANGUAGES & LITERATURES

Chicago, U of	Levey, Matthew	Birmnghm Sthrn, AL
Columbia U	Dodd, Stephen	Duke U, NC
Florida, U of	Hamano, Shoko	G. Washington U, DC
Harvard U	Cheang, Alice W.	Montana, U of, MT
Harvard U	Naito, Seiji	Wesleyan U, CT
Indiana, Blmngtn	Walter, Michael Lee	Indiana, Blmngtn, IN
Indiana U	DiCosmo, Nicola	Harvard U, MA
Indiana U	Ke, Chuanren	Iowa, U of, IA
Iowa, U of	Zhong, Xueping	Tufts U, MA
Kansas, U of	Ma, Jen-Mei	Augustana C (IL), IL
Kansas, U of	Yumitani, Yukihiro	Bucknell U, PA
Maryland, U of	Cook, Haruko Tayo	Marymount C, NY
Minnesota, U of	Larson, Phyllis	St Olaf C, MN
N/A	Sakaki, Atsuke	Harvard U, MA
Penn, U of	Machida, Soho	Princeton U, NJ
Portland S U	Kayano, Yoshiko	Linfield C, OR
Princeton U	Mizenko, Matthew	Haverford C, PA
Princeton U	West, Andrew C.	Yale U, CT
Stanford U	Brown, Steven Thomas	Oregon, U of, OR
UC, Berkeley	Chun, Gloria	Cal S, LngBch, CA
UC, Berkeley	Matsumoto, Yoshiko	Stanford U, CA
UC, Los Angeles	Collier-Sanuki, Yoko	Brit Columbia, CAN
UC, Los Angeles	Lee, Hyo Sang	Indiana, Blmngtn, IN
UC, Los Angeles	Shih, S.	UC, Los Angeles, CA
UC, Santa Cruz	Chan, Jachinson	UC, St Barbara, CA
Washington, U of	Simmons, Richard	Rutgers, NBruns, NJ
Wiscnsn, Madsn	Wang, Hye Sook	Brown U, RI
ITL-Turin U	Marra, M.	UC, Los Angeles, CA

BIOLOGY/ENVIRONMENTAL STUDIES

Arizona S U	Bell, Robert	Wiscnsn, StevPt, WI
Arizona S U	Chapman, Kent	N Texas, U of, TX
Arizona S U	Zerba, Eileen	Colgate U, NY
Arizona, U of	Delesalle, Veronique	Gettysburg C, PA
Arizona, U of	Picardal, Flynn W.	Indiana, Blmngtn, IN
Arkansas, U of	Rice, Ramona	Georgetown C, KY
Auburn U	Suppiramaniam, Vishnu	Tuskegee U, AL
Boston U	Adler, Gregory	Wiscnsn, Oshk, WI
Bryn Mawr C	Bushar, Lauretta	Beaver C, PA
Bryn Mawr C	Cianci, Karen	Houghton C, NY
Cal Tech	Banta, Lois	Haverford C, PA
CaseWstrn Res	Kadish, Doris	Georgia, U of, GA
Catholic U Amer	McGuire, Thomas	Jacksonville (FL), FL
Chicago, U of	Breden, Felix	Simon Fraser, CAN
Chicago, U of	Karoly, Keith	Reed C, OR
Chicago, U of	Orr, Allen	Rochester, U of, NY
Chicago, U of	Peterson, Andrew	Kansas, U of, KS
Chicago, U of	Willis, John H.	Oregon, U of, OR
Cincinnati, U of	Small, Stephen	New York U, NY
Cincinnati, U of	Stauderman, Martha	Thomas More C, KY
Colorado, Bldr	Adams, Rick	Wiscnsn, Whitew, WI
Colorado, Bldr	Coelho, Joseph	W Illinois U, IL
Colorado, Bldr	Moore, Patricia	Transylvania U, KY
Colorado, U of	Price, James	Simon Fraser, CAN
Columbia U	Covey, Lori	Rutgers, NBruns, NJ
Columbia U	Martinelli, Sarah	S Connecticut, CT
Connecticut, Uof	Feng, Jane	S Connecticut, CT
Connecticut, Uof	Fitch, David	New York U, NY
Connecticut, Uof	Philbrick, C. Thomas	W Connecticut, CT
Cornell U	Kirn, John	Wesleyan U, CT
Cornell U	Minorsky, Peter	Kenyon C, OH
Cornell U	Patrie, William	Shippensburg, PA
Delaware, U of	Levitan, Don	Florida S U, FL
Duke U	Block, Barbara	Stanford U, CA
Duke U	Commito, John	Gettysburg C, PA
Duke U	Kelley, Steven	Emory U, GA
Duke U	Lytle, Christian	UC, Riverside, CA
Duke U	Pilson, Diana	Nebraska, Lncn, NE
Duke U	Sluder, Ann	Georgia, U of, GA
Duke U	Wise, Robert	Wiscnsn, Oshk, WI
E Kentucky U	Sievert, Gregory	Tennessee, Knox, TN
Emory U	Duerksen-Hughes, P.	Georgia S U, GA
Florida Inst Tech	McConney, Amanda	W Michigan U, MI
Florida S U	Findlay, Robert	Miami U, Oxford, OH
Florida, U of	Gannon, Andrew	Gettysburg C, PA
Florida, U of	Meylan, Peter	Eckerd C, FL
Florida, U of	Polger, Bonnie	Grinnell C, IA
Georgia, U of	Putnam-Evans, Cindy	E Carolina U, NC
Georgia, U of	Semlitsch, Raymond	Missouri, Clmb, MO
Georgia, U of	Varagona, M.	New Mexico S U, NM
Harvard U	Arens, Nan	UC, Berkeley, CA
Harvard U	Block, Steven	Princeton U, NJ
Harvard U	Hammer, Samuel	Boston U, MA
Harvard U	Hoopes, Barbara	Colgate U, NY
Harvard U	Kram, Rodger	UC, Berkeley, CA
Harvard U	Nibert, Max L	Wiscnsn, Madsn, WI
Harvard U	Sultan, Sonia	Wesleyan U, CT
Illinois S U	Harper, R. Given	Illinois Weslyn, IN
Illinois, U of	Grogan, Dennis	Cincinnati, U of, OH
Illinois, U of	Lesnikowska, Alicia	Georgia SWstrn, GA
Illinois, U of	Sammartano, Lauri	St Olaf C, MN
Illinois, Urbana	Blake, John	Missouri, St L, MO
Indiana U	Abbott, Michael	St Francis C, IN
Indiana U	Bukaveckas, Paul	Louisville, U of, KY
Iowa S U	Buising, Charisse	Drake U, IA
Johns Hopkins U	Bikaevicius, Audrone	Ohio U, OH
Kansas, U of	Asch, David	Youngstown S, OH
Kansas, U of	Davis, Jill	Rockhurst C, MO
Kansas, U of	Huss, Martin	Arkansas S U, AR
Kentucky, U of	Mann, Julie	Georgetown C, KY
Maine, U of	Crosby, Jeffrey	Allegheny C, PA
Maryland, U of	Ferrier, Drew	Hood C, MD
Maryland, U of	Sullivan, Jeanne	W Virginia Wslyn, WV
Mass, Amherst	Antia, Rustom	Emory U, GA
Mass, Amherst	Whidden, Howard	Cntrl U Iowa, IA
Michigan S U	Ayres, Matthew	Dartmouth C, NH
Michigan S U	Christianson, Michael	Kansas, U of, KS
Michigan S U	Modney, Barbara	Cleveland S U, OH
Michigan, U of	Bagavandoss, Paulraj	Kent S U, OH
Michigan, U of	Bourne, Godfrey	Missouri, St L, MO
Michigan, U of	Carrick, Hunter J.	SanFrancisco S, CA
Michigan, U of	Crespi, Bernard	Simon Fraser, CAN
Michigan, U of	Haarer, Brian K.	Texas, Austin, TX
Minnesota, U of	Fox, Brian G.	Wiscnsn, Madsn, WI
Minnesota, U of	Janssen, Gary	Miami U, Oxford, OH
Minnesota, U of	Smith, Val	Kansas, U of, KS
MIT	Keiber, Joseph	Illinois, Chicago, IL
N Arizona U	Mopper, Susan	SW Louisiana, LA
N Carolina, Grns	Bryan, Finley	Gettysburg C, PA
N Carolina S U	O'Connor, Nancy	SE Mass U, MA
N Carolina, U of	Davis, G. R.	Wofford C, SC
N Carolina, U of	Kaplan, Abram	Denison U, OH
N/A	Martin, Candace	SUNY, Oswego, NY
N/A	Riera, Mario	CatholicU, PRico, PR
New Hampshire	Folino, Nadine	Wheaton C (IL), IL
New Mexico, Uof	Bednarz, James	Arkansas S U, AR
Ohio S U	Berg, David	Miami U, Oxford, OH
Ohio S U	Larsen, Kirk	Luther C, IA
Oklahoma S U	Cooksey, Lynita	Arkansas S U, AR
Oklahoma S U	Dawson, Douglas	Ashland C, OH
Oklahoma, U of	Hill, Moll	Oklahoma Chrstn, OK
Oklahoma, U of	Keas, Michael	Oklahoma Baptst, OK
Oregon S U	Barton, Bruce	S Dakota, U of, SD
Oregon S U	Bork, Joyce L.	Webster U [NTG], MO
Oregon S U	Lefcort, Hugh	GeorgiaSouthern, GA
Oregon S U	Perigo, Nan	Willamette U, OR
Oregon, U of	Favero, Terrence	Portland, U of, OR

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JOBTRACKS 1993–94

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY
Oregon, U of	Holton, Beatrice	Wiscnsn, Oshk, WI
Oregon, U of	Meyers, Paul	Temple U, PA
P Rico, Mayag	Calzada, Conrado	CatholicU, PRico, PR
Penn S U	Burns, Douglas	Allentown C, PA
Penn S U	Enyedi, Alexander	W Michigan U, MI
Penn, U of	Blazer-Yosti, Bonnie	IndianaPurdu,Ind, IN
Princeton U	Delaney, Kerry	Simon Fraser, CAN
Purdue U	Chesnut, Ruth	Evansville, U of, IN
Purdue U	Johnson, Andrew	Florida S U, FL
Purdue U	Rapp, William	Missouri, St L, MO
Rutgers U	Fox, Martin	Bloomfield C, NJ
Rutgers U	Stouffer, Philip	SE Louisiana U, LA
S California, U of	Hartney, Kristine	Occidental C, CA
S California, U of	Wanek, Linda J.	SanFrancisco S, CA
S Mississippi, U of	Faulkner, Samuel	Delta State U, MS
St Johns U	Targas, Loreha	St Francis C, NY
Stanford U	Goodman, Margaret	Furman U, SC
SUNY, Albany	Benkman, Craig	New Mexico S U, NM
SUNY, Albany	Holberton, Rebeccah	Mississippi, U of, MS
SUNY, Bnghmtn	Dugatkin, Lee	Missouri, Clmb, MO
SUNY, Buffalo	Lin, Jen-Wei	Boston U, MA
SUNY, Stny Brk	Brill, Steven	Rutgers, NBruns, NJ
SWest Louisiana	Walls, Susan	CUNY, City C, NY
Tennessee, Chat	Collins, Linda	Tennessee, Chat, TN
Tennessee, U of	Harris, William	Tennessee, Knox, TN
Tennessee, U of	Kelly-Wintenberg, K.	Tennessee, Knox, TN
Tennessee, U of	Osei, Peter	Cntrl Connecticut, CT
Texas A & M U	Finer, Kim R.	Kent S U, OH
Texas A & M U	Galewsky, Samuel	N Dakota, U of, ND
Texas A & M U	McGee, Dennis	SUNY, Bngmtn, NY
Texas A & M U	Rostal, David	GeorgiaSouthern, GA
Texas A & M U	Sudman, Philip D.	S Dakota, U of, SD
Texas, Austin	Balice-Gordon, Rita	Penn, U of, PA
Texas, Austin	Dieringer, Gregg	W Illinois U, IL
Texas, Austin	Pittman, Jeffrey	E Texas S U, TX
Texas, U of	Fagan, Diana	Youngstown S, OH
Texas, U of	Maurer, John	Duquesne U, PA
Texas, U of	Smith, Catherine	Denison U, OH
Toledo, U of	Billock, Arlene	SW Louisiana, LA
Tulane U	Molvray, Mia	LoyolaU, NOrl, LA
UC, Berkeley	Denver, Robert	Michigan, AnAr, MI
UC, Berkeley	Firestein, Stuart	Columbia U, NY
UC, Berkeley	Geller, Jonathan	N Carolina, Wlm, NC
UC, Berkeley	Ho, Robert	Princeton U, NJ
UC, Berkeley	Kohlstaedt, Lori	UC, St Barbara, CA
UC, Berkeley	Nelson, Andrew	SUNY, Oswego, NY
UC, Berkeley	Servetnick, Marc	Ithaca C, NY
UC, Berkeley	Thomas, Eric	Pacific, U of, CA
UC, Berkeley	Turcotte, Lorraine	S California, U of, CA
UC, Davis	Jackson, Cynthia	Mississippi, U of, MS
UC, Davis	Martins-Green, Manuela	UC, Riverside, CA
UC, Davis	Meyer, Wayne	Austin C, TX
UC, Davis	Minta, Steven	UC, St Cruz, CA
UC, Davis	Ramirez, Robert M.	SanFrancisco S, CA
UC, Davis	Rinehart, John	E Oregon S C, OR
UC, Los Angeles	Morgan, Kenneth	E Carolina U, NC
UC, Los Angeles	Ramos, Laura	Hampshire [NTG], MA
UC, San Diego	Bolger, Douglas	Dartmouth C, NH
UC, San Diego	Horodyski, Frank	Ohio U, OH
UC, San Diego	Loer, Curtis	Lafayette C, PA
UC, San Diego	Shanks, Alan	Oregon, U of, OR
UC, San Fran	Cyert, Martha	Stanford U, CA
UC, San Fran	Simon, Michael	Stanford U, CA
UC, Santa Cruz	Ramirez, Martin	Bucknell U, PA
Union C	Gussin, Arnold	St Francis C, NY
Utah, U of	Mahan, Michael	UC, St Barbara, CA
Vanderbilt U	Baskauf, Carol	Austin Peay S, TN
Virginia Cmnwlth	Morton, Teresa	E Michigan U, MI
Virginia Poly	Grasman, Keith	Calvin C, MI
Virginia Poly	Jenkins, David	Sangamon S U, IL
Virginia, U of	Fourqurean, James	Florida Int'l U, FL
Virginia, U of	Saha, Margaret	William & Mary, VA
Washington S U	Evans, Raymond	Arkansas, Frvl, AR
Washington U	Baum ['94], David	Harvard U, MA
Washington U	Greuel, Brian T.	Scranton, U of, PA
Washington U	King, Lynn	Miami, U of, FL
Washington, U of	Biegalke, Bonita	Ohio U, OH
Washington, U of	Hiebert, Sara	Swarthmore C, PA
Washington, U of	Jordan, Christopher	Colorado, Bldr, CO
Washington, U of	Lonzarich, David	Montana, U of, MT
Wayne S U	Peters, Brenda	St. Ambrose U, IA
Wesleyan U	Stanczyk, Susan	Eckerd C, FL
William & Mary	Broadwater, Sharon	William & Mary, VA
Wiscnsn, Madsn	Brown, Anthony	Ohio U, OH
Wiscnsn, Madsn	Eggleston Jr., Wm.	Virginia Cmnwlth, VA
Wiscnsn, Madsn	Lissemore, James	John Carroll U, OH
Wiscnsn, Madsn	Olsen, Laura	Michigan, AnAr, MI
Wiscnsn, Madsn	Parejko, Kenneth	Wiscnsn, Stout, WI
Wiscnsn, U of	Crowell, Pamela	IndianaPurdu,Ind, IN
Wiscnsn, U of	Endres, Craig	SW Baptist U, MO
Wiscnsn, U of	Whitford, Philip	Capital U, OH
Wyoming, U of	Brewer, Carol	Montana, U of, MT
Yale U	Gregg-Holly, Leslie	Grinnell C, IA
Yale U	Honigberg, Saul	Syracuse U, NY
Yale U	Jack, Thomas	Dartmouth C, NH
Yale U	Johnson, Karl	Haverford C, PA
ASL-Adelaide	Rao, A.L.N.	UC, Riverside, CA
ASL-Newcastle	Allen, Ruth	IndianaPurdu,Ind, IN
CAN-Alberta	Chapman, Colin A.	Florida, U of, FL
CAN-Alberta	Ristic, Zoran	S Dakota, U of, SD
CAN-BritColmb	Moore, Margo	Simon Fraser, CAN
CAN-BritColmb	Suarez, Raul	Florida Int'l U, FL
CAN-Calgary	Graham, Lori	St Francis Xavier, CAN
CAN-Calgary	Kermode, Alison	Simon Fraser, CAN
CAN-McGill U	Boone, Charley	Simon Fraser, CAN
CAN-McGill U	Chapman, Lauren J.	Florida, U of, FL
CAN-Queen's U	Schaeff, Catherine	American U, DC
CAN-Toronto	Bendall-Young, Leah	Simon Fraser, CAN
CAN-Toronto	Horton, John	Union C (NY), NY
CAN-Toronto	Scribailo, Robin	Purdue, NCntrl, IN
CIS-Pushkino	Kondrashov, Alexev	Cornell U, NY
GER-Free U	Rehder, Vincent	Georgia S U, GA
GER-GeorgAug	Gries, Gerhard	Simon Fraser, CAN
GER-Koln	Meurer-Grimes, B.	CUNY, Lehman, NY
GER-Regensburg	Bratton, Bradford O.	Bates C, ME
IND-Panjab U	Kaur, Parjit	Georgia S U, GA
IND-Parla SciTech	Venkatesan, Tadmiri	CUNY, City C, NY
ITL-Rome, U of	Dirienzo, Anna	Northwestern U, IL
SPN-Santiago	Santiago, Nayda	P Rico, Humacao, PR
SWT-Basel, U of	Gibson, Greg	Michigan, AnAr, MI
UK-Hull, U of	Cumberlidge, Neil	N Michigan U, MI
UK-London, U of	Brault, Solange	Mass, Boston, MA
UK-Oxford U	Wright, Jonathan	Northern State C, SD

CHEMISTRY/BIOCHEMISTRY

Arizona S U	Freeman, John C.	Converse C, SC
Arizona, U of	Bryant, Mark	Tennessee, Chat, TN
Arizona, U of	Chapman, Doug	S Oregon S C, OR
Arizona, U of	Steffan, Lawrence	Fairfield U, CT
Brown U	Dube, Michael	Wellesley C, MA
Cal Tech	Axup, Andrew	Augustana C (IL), IL
Cal Tech	Blauch, David	Davidson C, NC
Cal Tech	Bowers, Clifford	Florida, U of, FL
Cal Tech	McElwee-White, Lisa A.	Florida, U of, FL
Cal Tech	St. Clair, Martin	Coe C, IA
Cal Tech	Thorp, Holden	N Carolina, ChpH, NC
Cal Tech	Uffelman, Erich	Washington&Lee, VA
Carnegie Mellon	Stewart, Betty	Austin C, TX
Carnegie Mellon	Workman, José	Centre C, KY
CaseWstrn Res	Brazdil, Linda	John Carroll U, OH
CaseWstrn Res	Reinhold, David S.	W Michigan U, MI
Clemson U	Hill, Jameica	Wofford C, SC
Colorado, Bldr	Boone, Steven	Cntrl Missouri S, MO
Colorado, Bldr	Van Doren, Jane	Holy Cross, C of, MA
Colorado S U	Tytko, Stephen	Baldwin-Wallace, OH
Colorado, U of	Ketterer, Michael	John Carroll U, OH
Columbia U	Horenstein, Benjamin A.	Florida, U of, FL
Columbia U	Rehmann, Jill P.	Fordham U, NY
Cornell U	Barnett, Glenn	Cntrl U Iowa, IA
Cornell U	Bebout, Deborah	William & Mary, VA
Cornell U	Harpp, Karen	Lawrence U, WI
Cornell U	Menon, Anant K.	Wiscnsn, Madsn, WI
Cornell U	Min, Yeon-Kyun	UC, Berkeley, CA
Cornell U	Protasiewicz, John	CaseWstrnRes, OH
Cornell U	Rosenberg, Edward	Montana, U of, MT
Cornell U	Wooley, Karen	Washington U, MO
Duke U	Lichti, Cheryl	Arkansas C, Ar
Emory & Henry C	Lloyd, Baird	Capital U, OH
Florida, U of	Stevenson, C.	Richmond, U of, VA
Fordham U	Kabbani, Raifah M.	Pace, Pleasntvl, NY
Georgetown U	Piepgrass, Kent	Miami U, Oxford, OH
Georgia S U	Pritchett, Gregory	Tuskegee U, AL
Harvard U	Goodson, David	S Methodist U, TX
Illinois, U of	Bradley, Michael S.	Valparaiso U, IN
Illinois, U of	Gardner, Thomas	Grinnell C, IA
Illinois, Urbana	McCusker, James	UC, Berkeley, CA
Indiana U	Dunn, Keith	Centre C, KY
Indiana U	Kostka, Peter	Cleveland S U, OH
Indiana U	Wells, Norman	Baldwin-Wallace, OH
Iowa S U	Eshelman, Mark	Calvin C, MI
Iowa S U	Glavee, George	Lawrence U, WI
Iowa S U	Mason, Mark	Louisville, U of, KY
Iowa S U	Thomasson, Kathryn	N Dakota, U of, ND
Iowa S U	Vitt, Joseph	S Dakota, U of, SD
Iowa S U	Werth, Mark	Nebraska Wslyn, NE
Iowa, U of	Jackson, John	Youngstown S, OH
Iowa, U of	Rodgers, Kenton	N Dakota S, ND
Johns Hopkins U	Tamargo, Maria	CUNY, City C, NY
Loyola U, Chicago	Oakdale, Joyce	ClaremntMcKenna, CA
Maryland, U of	Mehl, Andrew	Knox C, IL
Maryland, U of	Nes, William	Texas Tech, TX
Maryland, U of	Williams, Suzanne	N Michigan U, MI
Mass, Amherst	Johnson, Stephen	Iowa, U of, IA
Michigan S U	Evans, Christine	Michigan, AnAr, MI
Michigan, U of	Heinen, Joel	Florida Int'l U, FL
Michigan, U of	Hines, Jennifer	Kenyon C, OH
Minnesota, U of	Blaine, Christine	Bowdoin C, ME
Minnesota, U of	Jensen, Michael	N Dakota, U of, ND
Minnesota, U of	Sachs, Rose Ann	Colorado C, CO
Minnesota, U of	Surerus, Kristene	Wiscnsn, Milw, WI
Mississippi, U of	Barghouthi, Samira	SE Louisiana U, LA
Missouri, Clmb	Scott, Jamie	Simon Fraser, CAN
MIT	Becker, David	Florida Int'l U, FL
N Carolina, ChpH	James, Wayne	SUNY, Bngmtn, NY
N Carolina, ChpH	Kirk, Martin	New Mexico, Uof, NM
N Carolina S U	Yethiraj, Arun	Wiscnsn, Madsn, WI
N Dakota, U of	Crandall, John	Wiscnsn, Stout, WI
N Illinois U	Hawkinson, David C.	S Dakota, U of, SD
N/A	Carey, Robert	Georgia, U of, GA
N/A	Honda, Mitsuo	Montana, U of, MT
N/A	Stanton, John F.	Texas, Austin, TX
New Hampshire	Harrison, Judith	US Naval Acad, MD
New Mexico S U	Bruns, Kerry	Southwestern U, TX
New Mexico S U	McClean, Roy	US Naval Acad, MD
Northeastern U	Mitchell, Miguel	Albright C, PA
Northwestern U	Broderick, Joan	Amherst C, MA
Notre Dame, U of	Mader, Mary	Grinnell C, IA
Notre Dame, U of	Marusak, Rosemary	Kenyon C, OH
Ohio S U	Chapman, James	Rockhurst C, MO
Ohio S U	Hein, Kimberly Wells	Capital U, OH
Ohio S U	Zeng, Xiao Cheng	Nebraska, Lncn, NE
Penn S U	Schoolcraft, Tracy	Shippensburg, PA
Pittsburgh, U of	Lynch, Bryan	Gettysburg C, PA
Princeton U	Pate, Brooks H.	Virginia, U of, VA
Purdue U	Granger, Jill	Sweet Briar C, VA
Purdue U	Jonsson, Colleen	New Mexico S U, NM
Purdue U	Putnam, Lesley	N Michigan U, MI
Purdue U	Snyder, Donald	E Michigan U, MI
RhodeIsland, Uof	Poirot, Anne F.	W New England, MA
Rice U	Haley, Michael M.	Oregon, U of, OR
Rice U	Holt, Patrick	Bellarmine C, KY
Rochester, U of	Rodier, Jon-Marc	SUNY, Oswego, NY
Rochester, U of	Sandreczki, Thomas	Missouri, Kans, MO
RPI	Lee, Cheng	Iowa S U, IA
RPI	Milligan, Michael	SUNY, Fredon, NY
RPI	Narsavage, Donna M.	Scranton, U of, PA
S Carolina, U of	Studer, Shannon	Charlston, C of, SC
S Illinois U	Gostowski, Rudy	Austin Peay S, TN
S Methodist U	Lowery, Anna	Our Lady Lake, TX
Stanford U	Goldstein, Richard	Michigan, AnAr, MI
Stanford U	Snapper, Marc	Boston C, MA
SUNY, Bnghmtn	Sexsmith, Stephen	Hood C, MD

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JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY
SUNY, Stny Brk	Reddy, Michael	Wiscnsn, Milw, WI
SUNY, Stny Brk	Statman, David	Allegheny C, PA
SUNY, Stny Brk	Yen, Mei-Wen	Fordham U, NY
Syracuse U	Knopp, Michael	Miami U, Oxford, OH
Tennessee, Knox	Rhea, Mitchell	Davidson C, NC
Tennessee, U of	Stump, Nathan	Winston-Salem, NC
Texas A & M U	McLaughlin, Kevin	Wiscnsn, RiverF, WI
Texas, Austin	Atwood, David	N Dakota S, ND
Texas, Austin	Bentley, Joseph	Delta State U, MS
Texas, Austin	Kaszynski, Piotr	Vanderbilt U, TN
Texas, Austin	Soucek, Mark	N Dakota S, ND
Toledo, U of	Hockensmith, Christa	Sangamon S U, IL
UC, Berkeley	Alberg, David	Carleton C, MN
UC, Berkeley	Balko, Barbara	Lewis & Clark C, OR
UC, Berkeley	Bruce, Barry	Tennessee, Knox, TN
UC, Berkeley	Bushweller, John	Dartmouth C, NH
UC, Berkeley	Cooksey, Andrew	Mississippi, U of, MS
UC, Berkeley	DiMagno, Steven	Nebraska, Lncn, NE
UC, Berkeley	Etzkorn, Felicia A.	Virginia, U of, VA
UC, Berkeley	Helm-Bychowski, Kathleen	DePaul U, IL
UC, Berkeley	Laird, Brian	Kansas, U of, KS
UC, Berkeley	Leung, Helen	Mt Holyoke C, MA
UC, Berkeley	Puglisi, Joseph	UC, St Cruz, CA
UC, Davis	Catalano, Vincent	Nevada, Reno, NV
UC, Davis	Foss, Colby A.	Georgetown U, DC
UC, Irvine	Lawrence, Barbara	ClaremntMcKenna, CA
UC, Los Angeles	Benson, David	Kansas, U of, KS
UC, Los Angeles	Broene, Richard	Bowdoin C, ME
UC, Los Angeles	Chapman, Michael	Florida S U, FL
UC, Los Angeles	Sokolik, Charles	Denison U, OH
UC, San Diego	Kellaris, Kennan V.	Georgetown U, DC
UC, San Diego	Mierke, Dale	Clark U, MA
Vanderbilt U	Dema, Anne C.	William Jewell C, MO
Vanderbilt U	Salter, O. Carlysle	Moravian C, pa
Washington, U of	Conry, Rebecca	Nevada, Reno, NV
Washington, U of	Johnson, Kevin	Goucher C, MD
Wayne S U	Cantillo, David	Benedictine C, KS
Wayne S U	Vande Linde, Ana	Wiscnsn, Stout, WI
Wiscnsn, Madsn	Anderson, Karen	SUNY, Oswego, NY
Wiscnsn, Madsn	Lozano, Juan	Lakeland C, WI
Wiscnsn, Madsn	Yi, Chae S.	Marquette U, WI
Wyoming, U of	Hiley, Shauna	Idaho, C of, ID
Yale U	Burk, Mark J.	Duke U, NC
Yale U	Smart, Christopher J.	Vassar C, NY
Yale U	Totah, Nancy	Iowa, U of, IA
CAN-Alberta	Kadima, Webe	Florida Int'l U, FL
CAN-BritColmb	Richter-Addo, G.	Oklahoma, U of, OK
GER-Philipps U	Ruhlandt-Senge, Karin	Syracuse U, NY
GER-Munster	Simonis, Ursula	SanFrancisco S, CA
HNG-EutrsLornd	Dobolyi, Hanna	American U, DC
POL-Acad Sci	Sidowska, Jadwiga	Michigan, Flint, MI
POL-WarsawTech	Pala, Magdalena	Wiscnsn, RiverF, WI
UK-Bristol, U of	Wolff, George	Florida Int'l U, FL
UK-London, U of	Upton, Christopher	Victoria, U of, CAN
UK-St. Andrews	Knight, David A.	G. Washington U, DC

CLASSICS

Boston U	Gentilcore, Roxanne	Smith C, MA
Brown U	Mitchell, Robin	Temple U, PA
Brown U	Samons II, Loren J.	Boston U, MA
Brown U	Sickinger, James	Florida S U, FL
Chicago, U of	Manning, Joseph	Princeton U, NJ
Columbia U	Franko, George	Hollins C, VA
Cornell U	Kaufhold, Shelley	Utah, U of, UT
Cornell U	Ledbetter, Grace	Swarthmore C, PA
Harvard U	Dyson, Julia	Texas, Arlington, TX
Harvard U	Franklin, Carmela	Columbia U, NY
Harvard U	Sultan, Nancy	Illinois Weslyn, IN
Indiana U	Sanders, Craig	John Carroll U, OH
Kalamazoo C	Armstrong, Michael	Hobart/WmSmth, NY
Michigan, U of	Armantrout, George	Florida S U, FL
Minnesota, U of	Haggis, Donald	N Carolina, ChpH, NC
N/A	Tylawsky, Elizabeth I.	Yale U, CT
Ohio S U	Winters, Timothy F.	Duquesne U, PA
Princeton U	Keller, Andrew	Colgate U, NY
Princeton U	Mackie, Hilary	Rice U, TX
Stanford U	Ormand, Kirk	LoyolaU,Chcago, IL
SUNY, Buffalo	Whaley, Lindsay	Dartmouth C, NH
Texas, Austin	Svarlien, John	Transylvania U, KY
UC, Berkeley	Birge, Darice	LoyolaU,Chcago, IL
UC, Berkeley	Hoffer, Stanley	Seton Hall U, NJ
UC, Berkeley	Ratté, Christopher	New York U, NY
UC, Berkeley	Riggsby, Andrew M.	Texas, Austin, TX
UC, Berkeley	Vaughn, Pamela	SanFrancisco S, CA
UC, Los Angeles	Takács, Sarolta	Harvard U, MA
Wiscnsn, Madsn	Relihan, Joel	Wheaton C (MA), MA
Yale U	Arnold, Paula	Mt Holyoke C, MA
Yale U	Cyrino, Monica	New Mexico, Uof, NM
Yale U	Dunn, Francis	UC, St Barbara, CA
Yale U	Mace, Sarah	Columbia U, NY
CAN-McMaster U	George, Michelle	McMaster U, CAN
CAN-Toronto	Skoczylas, Frances	Alberta, U of, CAN
UK-Oxford U	Cavanaugh, James	Middlebury C, VT

COMMUNICATIONS/JOURNALISM

Akron, U of	Crowley, Robert	Ashland C, OH
Alabama, U of	Gibson, Rhonda	Alabama, Brmng, AL
Arkansas S U	Boyles, Rebecca	SE Louisiana U, LA
Auburn U	Sheppard, Judith	Auburn U, AL
Augustana C (SD)	Jacobs, William	Augustana C (IL), IL
Boston U	Bartel, Kim	Boston U, MA
Boston U	Sperry, Elizabeth	Wiscnsn, Oshk, WI
Bowling Green S	Bechler, Curt	Denison U, OH
Bowling Green S	Cooper, John	E Michigan U, MI
Bradley U	Brey, James G.	Webster U [NTG], MO
Carnegie Mellon	Mathison, Maureen	Utah, U of, UT
Cntrl Arkansas	Foley, Larry	Arkansas, Ftvl, AR
Cntrl Florida, U of	Michel, Elizabeth	Mars Hill C, NC
Colorado, U of	Everett, James	Indiana S U, IN
Cornell U	McPherson, Diane	Ithaca C, NY
CUNY	Pinedo, Isabel	CUNY, Hunter C, NY
CUNY, GradCntr	Berger, Jason	Cntrl Missouri S, MO
Delaware, U of	Whitchurch, Gail	IndianaPurdu,Ind, IN
Duke U	Barclay, Russell	S Methodist U, TX
Florida S U	Frederic-Nuzzo, C.	SE Louisiana U, LA
Florida S U	Hamill, Teri	New Mexico, Uof, NM
Florida S U	Hashem, Mahboubh	Fort Hays S U, KS
Florida S U	Hollis, Thomas	Jacksonville (FL), FL
Florida, U of	Darlington, Patricia	Florida Atlantic, FL
Florida, U of	Perry, Linda	Purdue U, IN
Georgia, U of	Hasian, Marouf	DePaul U, IL
Howard U	Hurley-Valentine, M.	Austin Peay S, TN
Illinois S U	Przbylo, Jeffrey	LincolnU, Jfsn, MO
Illinois, U of	Baughman, Linda	Allegheny C, PA
Illinois, U of	Chang, Briankle	Mass, Amherst, MA
Illinois, U of	Ediger, Jeff	St Olaf C, MN
Illinois, U of	Seigworth, Gregory J.	Millersville (PA), PA
Illinois, Urbana	Simmons, Teresa	W Illinois U, IL
Indiana U	Dobris, Catherine	IndianaPurdu,Ind, IN
Indiana U	Dorsey, Leroy	Texas A & M U, TX
Indiana U of PA	Han, Aiguo	Rowan C, NJ
Iowa, U of	Duffy, Margaret	Austin Peay S, TN
Iowa, U of	Fuglsang, Ross	Augustana C (IL), IL
Iowa, U of	Jarrell, Reginald	St. Ambrose U, IA
Iowa, U of	Martin, Robert	Ithaca C, NY
Iowa, U of	Pisarik, Patrick	Loras C, IA
Kansas S U	Knorr, Suzanne	Fort Hays S U, KS
Kansas, U of	Araujo, Alice	Southwestern U, TX
Kansas, U of	Brossman, Brent	John Carroll U, OH
Kentucky, U of	Allen, Myria	Arkansas, Ftvl, AR
Kentucky, U of	Dsilva, Margaret	Louisville, U of, KY
Kentucky, U of	Einerson, Martha	Idaho, U of, ID
Kentucky, U of	Grant, Nancy	Kentucky, U of, KY
Louisiana S U	Markham Shaw, C.	Texas, Arlington, TX
Louisiana S U	Miller-Drufner, Terri	SE Louisiana U, LA
Louisiana S U	Shelley, Deborah	Houston, Dntn, TX
Loyola, NOrl	Scott, Liz	LoyolaU, NOrl, LA
Maine, U of	MacDonald, Michael	Cape Breton, CAN
Mankato S U	Pick, Kaylyn	Wiscnsn, RiverF, WI
Maryland, CollPk	Ford, Wendy S.	W Michigan U, MI
Maryland, CollPk	Lears, Margaret	Notre Dame (MD), MD
Mass, Amherst	Wiss, Kathryn A.	W Connecticut, CT
Mass, U of	Hastings, Sally	Washburn U, KS
Mass, U of	McPhail, Mark	Utah, U of, UT
Memphis S U	Mauer, Daria	Miami U, Oxford, OH
Memphis S U	Raiteri, Charles	Mississippi, U of, MS
Michigan S U	Elasmar, Michel G.	Boston U, MA
Michigan S U	Gopal, Kamakshi V.	N Texas, U of, TX
Michigan S U	Larrier, Wanda	Rowan C, NJ
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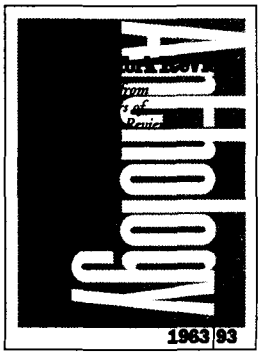

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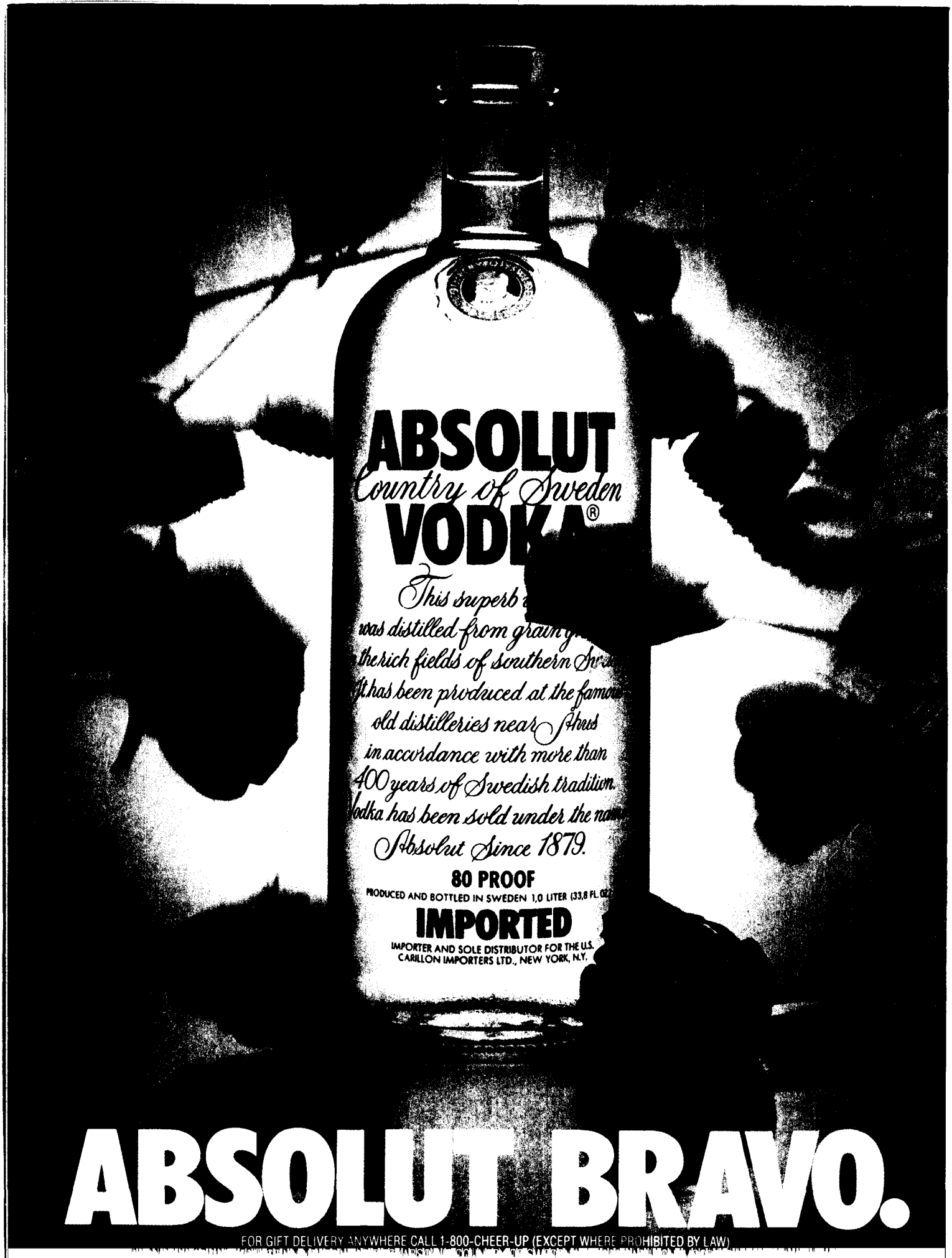
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